

Volume 1, No. 1, March 2017

SN 2548-8457

INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION

Volume 1, No. 1, March 2017

# CALL FOR PAPERS

FOR THE NEXT ISSUE

Volume 1, No. 2, October 2017

## TOPICS

Assessment and testing in language learning and education ●

Applied linguistics methodologies and issues ●

Classroom teaching issues ●

Culture and power in language education ●

Curriculum development and implementation ●

Effective methods for language teaching ●

Diversity, multiculturalism and language education ●

Gender, language and higher education ●

Language skills, development, and issues ●

Language learning and identity ●

Literacy, bilingualism and bilingual education ●

Teacher training, gender and equality ●

FULL PAPER SUBMISSION DEADLINE

● **31 JULY 2017**

To submit paper, please register online:  
<http://ojs.unm.ac.id/index.php/ijole/index>



9 772548 845009

# IJOLE

## INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION

Published by  
Faculty of Languages and Literature  
Universitas Negeri Makassar

**ISSN (Print) 2548-8457**

## **International Journal of Language Education**

International Journal of Language Education (IJoLE) is an international refereed journal in language education. It publishes articles that explore the application of any language in teaching and the everyday experience of language in education. Its scope is international in that it welcomes articles from academics, researchers, graduate students and policy makers. All articles should be in English.

### **Chief Editor**

Amirullah Abduh, Universitas Negeri Makassar, Indonesia

### **Deputy Chief Editor**

Fatimah Hidayahni Amin, Universitas Negeri Makassar, Indonesia

Mr Ulil Amri Nasiruddin, Universitas Negeri Makassar, Indonesia

Andi Anto Patak, Universitas Negeri Makassar, Indonesia

### **Advisory Boards**

Syarifuddin Dollah, Universitas Negeri Makassar, Indonesia

Ramly Ramly, Universitas Negeri Makassar, Indonesia

Syukur Saud, Universitas Negeri Makassar, Indonesia

Abdul Halim, Universitas Negeri Makassar, Indonesia

Sahrir Nur, Universitas Negeri Makassar, Indonesia

### **Reviewers**

Martin Lamb, University of Leeds, United Kingdom

Mayra C Daniel, Northern Illinois University, United States

Shem Macdonald, La Trobe University, Australia

Pham Ngoc Thach, Hanoi University, Vietnam

Sok Soth, Royal University of Phnom Penh, Cambodia

Muhammad Basri Jafar, Universitas Negeri Makassar, Indonesia

Nonny Basalama, Universitas Negeri Gorontalo, Indonesia

Waliul AKM Islam, Stamford University Bangladesh Dhanmodi, Dhaka, Bangladesh

Martin Andrew, Victoria University, Melbourne Australia

Murni Mahmud, Universitas Negeri Makassar, Indonesia

Oktavian Mantiri, Asia-Pacific International University, Thailand

### **IT and Layout Staff**

Mr Muhammad Nur Ashar Asnur, Universitas Negeri Makassar, Indonesia

### **Administrative Staff**

Farid Syehuddin, Universitas Negeri Makassar, Indonesia

**CONTENTS**

**ENGLISH LANGUAGE DIASPORA AND THE HIT-AND-MISS EXPERIMENTATION  
WITH ENGLISH CURRICULUM IN BANGLADESH, 1-10**

Azizul Haque

**THE EFFECT OF USING OUTLINES ON IDEA DEVELOPMENT QUALITY OF  
STUDENTS ESSAY WRITINGS, 11-19**

Kisman Salija

**COLLABORATIVE                      TEACHING CULTURES OF      ENGLISH  
LECTURERS                      IN INDONESIAN POLYTECHNICS, 20-28**

Rosmaladewi Rosmaladewi, Amirullah Abduh

**EFL STUDENTS' STRATEGIES DEALING WITH COMMON DIFFICULTIES IN  
TOEFL READING COMPREHENSION SECTION, 29-36**

Iskandar Abdul Samad, Miftahul Jannah, Siti Sarah Fitriani

**TEACHING STUDENTS TO DEVELOP PARAGRAPHS BY POETRY WRITING, 37-50**

Murni Mahmud

**THE IMPLEMENTATION OF POEW IN TEACHING WRITING, 51-61**

Sianna Siana, Syawal Syawal



## **ENGLISH LANGUAGE DIASPORA AND THE HIT-AND-MISS EXPERIMENTATION WITH ENGLISH CURRICULUM IN BANGLADESH**

Mr. Md. Azizul Haque  
*Stamford University Bangladesh*  
*Email: aziz\_stmfd@yahoo.com*

### **Abstract**

Despite the common diasporic origin English in Bangladesh is neither a native nor a second language, but a foreign language, in countries like India and Pakistan, English is used as the second language. The chronological history of English in Bangladesh has both political as well as social elements, which influence the learning of English at every level of education. In the mid-90s there was a growing demand from the educationists in the country to change the English curriculum as per ‘needs analysis’, and the curriculum is restructured aligning with the communication needs and the syllabus was largely transformed into a communicative one. Yet research explores that the needs are not served for the learners tend to bypass the cognitive part of the language learning—thus failing to communicate properly. Now, in the second decade of the new millennium English curriculum along with other subjects has been made ‘creative’ at pre-tertiary level, but debates are still on to evaluate whether the system complies with the current practices prevailing within the institutional premises. The total picture thus presents a very confusing answer to the questions why all these efforts are being futile and why the English language teaching fails to touch the three main domains of learning—the cognitive, the affective and the psychomotor. The current study wants to explore whether such experiments with the curriculum and the dilemma of receiving or rejecting the idea of acculturation with largely an anti-colonial mindset hinder the desired performance of the language.

**Keywords:** English language Diaspora, hit-and-miss experimentation, curriculum, Bangladesh

### **INTRODUCTION**

Current English Diaspora suggests four subtypes—i) English sprouting from England and spreading to the British Isles; ii) English that sailed to America in 17<sup>th</sup> Century and settled in North and central America; iii) English that has been carried on to the colonies and established as the official language of communication, and finally; iv) English that has spread to countries which were not colonies of England, like China. The spread of English Language in Bangladesh falls into the third category where English as a *diaspora* is a direct result of colonization. So, this language has a particular background. The language policy of the colonial power in British India was based on Lord Macaulay’s Education

Minutes of 1835. This policy aimed at forming “a class who may be interpreters between us (the British) and the millions we (the British) govern, a class of persons Indian in Blood and color, but English in taste, in opinions, in moral and in intellect” (Macaulay 1835, cited in Aggarwal, 1983). Macaulay in his minutes in 1835 stressed the importance and necessities of the education that would be given to the natives through the medium of English. He identified some objectives of such education. The objectives were designed to serve the interest of the master, not of the subjects. Thus, the primary objective of teaching English in the Indian subcontinent was to produce a class of people having the taste and outlook of an

English man. The objectives of teaching English are thus very clearly defined.

Following the legacy of British colonization the mode of study and the nature of the curriculum from primary to tertiary level was so far teacher-centered grammar translation method, popularly known as GTM. However, as most of the students of our postliberation Bangladesh are found unable to use English language effectively in different circumstances other than writing contexts, Communicative Language Teaching (CLT) was introduced in Bangladesh in the 1990s. (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). The aim of this approach is to develop learners' four skills, namely speaking, writing, reading and listening. It is thought to be a new approach to teaching English in Bangladesh at all levels. Bangladesh being a monolingual country, and as English is considered as a foreign language (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006), inputs and resources like trained teachers, communicative teaching materials; and financial, infra-structural and management facilities are rigorously required to make the whole enterprise a success. The people learn English in order to speak to the people from other countries, to do business, to do diplomatic jobs, for higher studies, and also to use in courts, in trade and commerce, in civil and military administrations etc. The necessity of learning English is never debated. So English is introduced as a compulsory subject on the school curriculum. English is compulsory from play group to tertiary level. The students of our country have no option but to study English as a subject. Quader (2003:127) states: "CLT had been introduced at the S.S.C and H.S.C levels towards the end of the 90s, while next text books had been written for both levels for teaching through this method. The books were a source of worry for

the teacher at H.S.C level as they had neither been trained in CLT nor briefed on using such books.

English has become the modern lingua franca, i.e. the language of communication among speakers of other languages. As such, English can help bridge communication gaps across cultures. The last decade or so has been marked by a new phenomenon called globalization. This has a profound impact on different domains of life such as social, political and economic. It has also experienced significant changes in the communication dynamics of the world. English language is the most crucial gear of this new communication euphoria. English as a subject is of paramount importance in equipping the students to take up the challenges of the competitive survival and growing globalization in developing countries. The global distributions of English are often described in terms of three contexts such as English as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL). Thus the diffusion of English throughout the world is seen in territories, viz., ENL territories, ESL territories and EFL territories (McArthur, 1996). Although officially English is a national second language in Bangladesh, this does not make Bangladesh an ESL country, as there exists mainly a non-Anglophone environment outside the English classrooms. The CLT (Communicative language teaching) situation in Bangladesh is thus comparable to other EFL countries (Karim, 2004).

Richards et al. (2001) suggest that "a foreign language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country, a second language is a subject which is not a native language in a country but which is widely used as a medium of communication and which is usually used alongside another

language or languages” (108). But when the diasporic dilemma presents an issue of linguistic imperialism, English in a country like Bangladesh might have silently suffered from a negative attitude of rejection or denial. Since the early 1990s, linguistic imperialism has attracted attention among scholars of applied linguistics. In particular, Robert Phillipson's (1992) *Linguistic Imperialism*, has led to considerable debate about its merits and shortcomings. Phillipson found denunciations of linguistic imperialism that dated back to Nazi critiques of the British Council, and to Soviet analyses of English as the language of world capitalism and world domination. As language is part of culture, linguistic imperialism is often manifested in the context of cultural imperialism. Such a view treats English not as ‘lingua franca’, rather as ‘lingua cuckoola’—language that lays eggs at other language’s nest only to drive the native in the end. We might have also suffered from this cultural and linguistic insecurity resulting in the denial to accept the English language as essential tool for global adaptability. These, however, are all hypothetical assertions which require empirical study to substantiate with necessary data.

## OBJECTIVE

The main objective of this research is to investigate the main challenges of implementing English curriculum and to specify the socio-political dilemma in fixing the accurate roadmap in establishing a holistic system of education to confirm the substantial growth in developing a culture of teaching/learning English in Bangladesh. It is also required to prescribe an appropriate curriculum format that will address the needs of the nation. More specifically, the research objective includes a proper diagnosis of the current scenario of learning English to offer a

workable policy to ensure the best practices of language learning context.

## LITERATURE REVIEW

Lev Semyonovich Vygotsky’s concept of the ‘zone of proximal development’, often understood to refer to the way in which the acquisition of new knowledge is dependent on previous learning, as well as the availability of instruction, discusses how (language) learning happens. The theory is popularly known as ZPD from which the idea of ‘Scaffolding’ has been derived to support the learning of the learners. Qin Xiao’s “How Communicative Language Teaching Became Acceptable in Secondary School in China”, published in *TESL Journal* 10 (6), has described in the Chinese context how the fourth type of Diasporic experience now helps China learning English Language. Here the article focuses on the need to have standard English in the pedagogical context. This, however, is an appeal that reflects the changes in teaching methodologies and approaches adopted due to national policy which might have an analogous understanding of the English language pedagogy in Bangladesh as we also had similar experimentation with our curriculum and teaching. It is an interesting area of research where we may find the diasporic culture of these two countries—Bangladesh and China. Narayan Krinshaswamy’s *English Teaching in India*, published from T. R. Publications, Madras discusses the issues of Language Diaspora in India and how the effect is felt in the socio-psychological level. H Douglas Brown’s *Teaching by Principles: An Interactive Approach to Language Pedagogy* is a widely acclaimed methodology text used in teacher education programs around the world. This user-friendly textbook offers a comprehensive survey of practical language teaching options which will provide an insight

to the proposed title. Howel&Wolet in their article “An Analysis of School Based English Curriculum” states the necessity of curriculum alignment so that the primary needs of language are served with respect to teaching and assessment.

“English in the Expanding Circle—A third Diaspora?”, published in the prestigious journal of English, *Asian Englishes*, Vol 11 (1), p.36-50, is an attempt to discuss the spread of English as a language throughout the world and it also focuses on how the non-native speakers of English contribute to the development of English language. The essayist, Debbie Ho, a professor of English at University of Brunei Darussalam, claims that there are actually three diasporas of English Language—the native, the colonized and the one exercising the language for its status as lingua franca. This discussion, however, is full of appreciation of the language being used widely in the world, most notably by the ‘expanding circle’ of the third Diaspora where the language users are motivated by the growing demands of this universal language in the field of science, arts and commerce. Though the argument lacks updated information about the language and of Diaspora, it, in another way, glorifies the colonial aspects of today’s language imperialism. Here, It is notable that the writer is only concerned with the physical expansion of the English users in the expanding circle, but does not focus on the quality of the English being used at commerce or even at pedagogical circles.

Bambose’s (1998) “Torn between the Norms: Innovation in World Englishes”, published in *World Englishes*, Vol-17, discusses issues of native and non-native English norms, with reference to the two great professors of English—Lord Randolph and Professor BrajKachru’s ideas of ‘liberation linguistics,’ ‘deficit linguistics’ and alliterative

catch phrases like ‘Quirk concern,’ ‘Kachru catch’ (Quirk, 1985, 1990; Kachru, 1985, 1991). Bambose’s call for andonormative standard of English, rather, ignited the debate of linguistic imperialism. In the growing change of the need and application of English language, this, however, is not at all acceptable to look for total acculturation or nativisation. English in today’s context is more practiced by countries like India, China, Philippines and in other ESL or EFL countries. For Bangladesh, it is yet to have a consensus among the policy makers and academics to decide over the status and approach of the English pedagogical aspects. Kingsley Bolton (2005) in *World English* journal, Vol: 24, Issue: 1, has his remark: “Over the last three or four decades, the term ‘World Englishes’ (WE) has been widely used to refer to localized forms of English found throughout the world, particularly in the Caribbean, parts of Africa, and many societies in Asia. Today, it is generally accepted that promotion and acceptance of the world Englishes paradigm has fundamentally changed the study of English linguistics, particularly from a sociolinguistic perspective.” discuss the ways in which the world Englishes paradigm has recently begun to shift, in order to accommodate the new realities of English in a globalising world, as well as academic and intellectual responses to such changes. This it does specifically by examining the sociolinguistic backgrounds and experiences of two groups of young people in South China, and the complicated multilingual countries like India and Philippines. His article, “Where WE Stands: Approaches, Issues, and Debate in World Englishes” sets out to review current approaches to world Englishes from a range of perspectives, from English studies to sociolinguistics, applied linguistics, lexicography, ‘popularizers’ and critical linguistics. It then proceeds to consider current



debates on English worldwide and world Englishes, noting the recent criticisms of the world Englishes approach from rhetoric of a critical linguistics ironically at odds with the realities of many educational settings. What would be the stand of Bangladesh with respect to that issue of debate is a necessary area of research. Over the span of four and a half decade Bangladesh education Ministry has worked on this syllabus and curriculum design, but it seems now to have entangled into a dilemma of seeing a compatible curriculum equally implementable in our local context. It is no doubt that we will learn English, but how we will learn this language—lingua franca—of global communication is yet to be finalized as far as the central policy is concerned. David Johnson's "Teaching Culture in Adult ESL: Pedagogical and Ethical Considerations", however, has made an attempt to address this cultural integration or interference by putting the issue this way, "Experienced teachers of adult English as a Second Language (ESL) know that learning about culture is part of learning English. Adult ESL learners themselves understand that language learning consists of more than the ability to understand new linguistic structures. Indeed, the coding and decoding of communicative acts requires an understanding and appreciation of the cultural context in which they occur."(Johnson, 2005) Yet criticisms and words of caution by Auerbach (1993), Canagarajah (1999), Phillipson (1993), and Skutnabb-Kangas (2000) regarding the teaching of culture should not be overlooked. These scholars have criticized ELT professionals and materials alike for their hegemonic tendencies, particularly in their representations of the target culture. They claim many ESL pedagogical practices are hegemonic in that mainstream American and British cultures are portrayed as dominant and superior to the culture of the second language

(L2) student. The ramifications of these criticisms go beyond simply being culturally sensitive; they can affect acquisition efficacy and ultimately the proficiency levels attained in the second language.

Learners are affected in their language acquisition by their perception of the target culture. If a language learner perceives the target culture as well as his native culture in positive terms, then proficiency in the L2 is enhanced (Brown, 2000). However, as Schumann (1976) notes, there are two possible "bad" language-learning situations in regards to cultural perceptions. If an L2 learners perceive the target culture as dominant or if the L2 learners perceive their own culture in competition with the target culture, then acquisition will be hindered.

Unfortunately, teaching culture necessitates exclusionary practices that could be interpreted as hegemonic. In much the same way that teaching English requires a program or instructor typically to choose a particular language model (American, British, Indian, etc.) to the exclusion of others, teaching culture requires that only parts of the target culture be included. Instructors lack time and expertise to include all relevant aspects (if it were even possible to determine what all the relevant aspects were). The dilemma then for ESL teachers is to include and integrate culture in their language curriculum without hegemonizing. But, how does an instructor discuss culture without imposing it? This study examines how one adult ESL program addresses this question by presenting the results of a qualitative study. Sandra Lee McKay (2006) in *REL C Journal* brings this discussion into consideration for curriculum design and development. Her article "EIL Curriculum Development" argues that current changes in the nature of English and English language learners warrants a re-evaluation of two widely accepted notions of ELT

curriculum development, namely, that the goal of English learning is native speaker competence and that native speaker culture should inform instructional materials and teaching methods. Recognizing the current status of English as an international language (EIL), the author describes central features of an international language and how these influence the relationship between language and culture. The paper then proceeds to demonstrate how native speaker models and culture need to be carefully examined in reference to EIL curriculum development. Jennifer Jenkins and Barbara Seidlhofer suggest how the results of new research into how 'non-native' speakers of English use the language must change the way it is taught (Jenkins, Jennifer and Seidlhofer, Barbara 2010). They added that in fact, it is even claimed that a European variety of English, sometimes labeled "Euro-English", is in the process of evolving to serve as a European lingua franca. As yet, however, this new variety of English has not been described, largely because it is at such an embryonic stage in its evolution. All we can say with any degree of certainty is that English as a lingua franca in Europe (ELFE) is likely to be some kind of European-English hybrid which, as it develops, will increasingly look to continental Europe rather than to Britain or the United States for its norms of correctness and appropriateness.

However, as long as there is no sound empirical basis for a description of how the language is actually used, the forms ELFE will take will remain an object of speculation. Barbara Seidlhofer's (2001) "Closing a Conceptual Gap: The Case for a Description of English as a Lingua Franca.", published in the world famous *International of Applied Linguistics*, suggests that the teaching of English worldwide is tied to native speaker norms and argues that although this orientation

is often recognized as inappropriate and counter-productive, it persists because discussions about global English on the metalevel have not been accompanied by a necessary reorientation in linguistic research. She has rightly put the matter of diversity of the standard performance which is now conceptually termed as diasporic nativisation. A. F. M. Rabbi, in his essay "Primary Education in Bangladesh: Viability of Achieving Millennium Development Goals," has thoroughly pointed out the target and achievement of our education policy. He urges the necessity to train teachers with necessary supply of instruments to achieve the goal of our curriculum. Chowdhury's "a case study for the communicative approach in our classroom" published in *Journal of the Institute of Modern Language* shows light on the current scenario of the CLT in Bangladesh. Abdur Rahman's "Education Innovation and Cultural Change" published in *The Dhaka Universities studies* shows a few of the cultural confusion in learning English as a foreign language. National Curriculum and Textbook Board's *Compulsory Curriculum* is studied and would also require more scanning to infer the gaps in the field. Doman's "Current Debates in SLA" published in *Asian EFL Journal*, Vol 7, raises questions about the existing curriculum of the Asian countries and proposes for a workable curriculum of English. However, no substantial work is done at home or abroad on this issue of the hegemonic confusion of the Diaspora of English in this part of the land. A few TV talks and seminars are igniting the issue of diasporic confusion of the English Language curriculum at large in our country. So, further study on this issue is required to have a comprehensive understanding to fix the future directive for ensuring better teaching-learning of English in the country.

## **METHODOLOGY**

The research conducted was primarily qualitative in nature. Existing socio-cultural and socio-political scenario of the country with respect to the English language learning have been studied to investigate the validity of the research question that whether there is any connections between English diasporic traditions and the curriculum we have in the country having failed to teach this language up to satisfaction. However, quantitative tools like questionnaire survey for learners and teachers are also used to collect opinions of the major stakeholders. So, the mixed method is apprehended to be more appropriate to draw conclusion of the study.

## **RESULT**

Out of eight questions in the questionnaires, the first one asked both to teachers and students are replied in different ways. The question is a common question whether the English curriculum in Bangladesh (school to tertiary) is up to the mark. About 60% of the students disagreed while only 35 % of the teachers disagreed on this point. This obviously represents a diverse opinion on an issue which might reflect on the diverse needs of the stakeholders. The second question to the students is teachers' responsibility in the failure of achieving students' language proficiency, where again the diversity of opinion is noteworthy. 70% students blame teachers for not carrying out their task properly, whereas teachers in the second question about students' responsibility in failure of language learning are responded in the similar fashion. 50% of the teachers strongly agree, 15% agree and the remaining 35% either disagree or strongly disagree to hold students responsible for their performance. Question number three is on teachers' readiness and awareness about the major domains of teaching-learning—

cognitive, affective and psychomotor, and whether the current curriculum and teaching covers these major areas of learning. Here students and teachers are close in their responses. About 75% teachers and students agree that all these three domains are not equally touched by our current practices as far as the English language learning is concerned. Students and teachers in question four opine that repeated change in policies have negative effect on students' performance as both these stakeholders see this as a hit-and-miss experimentation with students. Students here are 90% on strong agreement, while teachers also opine the same where 80% agreeing with the statement. This gives a major focus on the exploration of the cause behind the poor English language performance. More lights are shed on the issue by the next question which inquires about the adequate training of the teachers to deal with the English curriculum. Here again teachers and students are in the same platform to agree with the point that teachers are provided with the curriculum without necessary training. Whether (English language) teachers are well trained is viewed with disagreement by 70% of the teachers, where students are 80% to disagree too. Students and teachers in the next question also agree that socio-political factors influence the education policy of our country. Majority of the respondents point at the change of the government playing a negative role that affects the English language learning of the country. In question seven, about 75% of teachers and 85% of students agree with cultural factors influencing English language learning. Madrasa (religious school) education, division of English and Bengali medium, and the general fear of learning English are noted as responsible for creating confusion in understanding the right need of English language learning. The last section of the questionnaire has asked for opinion about how

to overcome the dilemma or confusion about English language learning. The main points that have been recommended by the respondents are summarized below:

- a) Adequate teachers' training is required, especially in the institutions in the rural setting
- b) Major confusions about the importance of learning English are to be addressed nationally through adequate seminars and symposiums
- c) Repeated experimentations should be stopped with curriculum policies and a general conscientious should be reached at political level
- d) English should be practiced not as a foreign language, but as the second language in Bangladesh. And English should be mandatory at all levels and media of education.

## CONCLUSION

The data interestingly shows an association of socio-cultural dilemma with the English curriculum in Bangladesh. This socio-cultural dilemma might be viewed as the diasporic dilemma where English as a language is always seen a product of colonization. This, however, is setting a ground for not welcoming a language of the oppressor. This overt political stand of seeing English from such viewpoint of linguistic imperialism would of course take us back to the early 19<sup>th</sup> Century situation where the Muslims of this subcontinent found all evils in English as language of the non-believers. Surely, we will not commit the same old mistake in this 21<sup>st</sup> Century. Let there be a curriculum with specific learning objective and testable learning outcome to meet the market needs of this century and let our government be prudent enough to treat English as a property of the global community to meet the needs of the 21<sup>st</sup> Century learners.

## REFERENCES

- Aggarwal, J. (1983). *Landmarks in the history of modern Indian education*. Delhi: Vikas.
- Bamgbose, A. (1998). *Torn Between The Norms: Innovations in World Englishes*, 17(01), 1-14.
- Bolton, K. (2005). Where WE stands: approaches, issues & debates in World Englishes. *World Englishes*, 24(01), 6983.
- HO, D. G.E. (2008). English in the Expanding Circle – A third Diaspora?. *Asian Englishes*. 11(01), 36-50.
- Jenkins, J. and Seidlhofer, B. (2001). Bringing Europe's lingua franca into the classroom in Pulverness, A. (ed.): IATEFL 2001 Brighton Conference Selections (pp. 8790). Whitstable: IATEFL.
- Johnson, D. (2005). Teaching culture in adult ESL: pedagogical & ethical considerations. *TESL-EJ*, 9(01), 1-9.
- Kachru, B. (1985). "Standards, codification & sociolinguistic realism: the English language in the outer circle" in Quirk, R. & H.G. Widdowson (eds.): *English in the World* (pp. 11-30). Cambridge: Cambridge University Press.
- Karim, K. M. R. (2004). *Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh* (A Thesis for the Degree of Master of Arts, Department of Curriculum and Instruction, University of Victoria). Retrieved from [https://dspace.library.uvic.ca/bitstream/handle/1828/560/karim\\_2004.pdf?sequence=1](https://dspace.library.uvic.ca/bitstream/handle/1828/560/karim_2004.pdf?sequence=1).
- McArthur, T. (ed.). (1996). *The Oxford companion to the English language* (abridged edition). Oxford: Oxford University Press.
- McKay, S. (2006). EIL curriculum development. In R. Rubdy & M. Saraceni

(Eds.), *English in the world: Global rules, global roles* (pp. 114-129). London, UK: Continuum.

National Curriculum and Text Books Board (2006). *Teaching English*. Dhaka: Teaching Quality Improvement in Secondary Education Project.

Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.

Quader, D.A. (2003). Teacher Training for Teachers of English. *Journal of the Institute of Modern Language*. Dhaka: Dhaka University Press.

Quirk, R. (1986, 1990). *Words at work: lectures on textual structure*. Singapore: NUS Press.

Richards, J. C & Rodgers T. S. (2001). *Approaches and methods in language teaching*. (2nd Ed). Cambridge: Cambridge University Press.

Seidlhofer, B. & Jenkins, J. (2003). English as a lingua franca & the politics of property. In C. Mair (Ed.), *The politics of English as a world language: New horizons in post colonial cultural studie* (pp.139-154). Amsterdam: Rodopi.

Seidlhofer, B. (2001). Closing a conceptual gap: the case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(02), 135- 158.

## Appendix:A

### Teachers' Feedback Questionnaire

**Class / Classes You Teach in:**

**Year of Experience:**

**Name of institution (optional):**

**Your Contact / E-mail (optional):**

The following questions try to identify teachers' opinions on English curriculum from a sociolinguistic point of view. Your answers will be

kept confidential and meant only for research ends with high ethical sensitivity.

**Instruction:** Please put tick mark on your choice.

1. English curriculum in our country is up to the mark.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
2. Students' are primarily responsible for not succeeding in language (English) learning. a. Strongly Agree d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
3. Teachers are well aware of the major domains, like cognitive, affective and the psychomotor of language learning.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
4. Repeated change in policies and curriculum affect the teaching-learning of English in our country.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
5. Teachers are well trained for teaching the curriculum they are provided with by NCTB or UGC.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
6. Are there any socio-political factors that have influenced the language policy of our country? If 'yes' please specify.  
a. Yes                              b. No

7. Are there any socio-cultural factors that have influenced the language policy of our country? If 'yes' please specify.  
a. Yes                              b. No

8. Please give your suggestion(s) about how to overcome the problems of English curriculum:

### Students' Feedback Questionnaire

#### Appendix:B

**Current status of study :**

**Your Age:**

**Name of institution (optional) :**

**Your Contact / E-mail (optional) :**

The following questions try to identify students' condition of English curriculum. These statements will be kept confidential and meant only for research purpose.

**Instruction:** Please put tick mark on your answer.

1. English curriculum in our country is up to the mark.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
2. Teachers' are primarily responsible for not successfully teaching language (English).  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
3. Teachers are well aware of the major domains, like cognitive, affective and the psychomotor of language learning.  
a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral
4. Repeated change in policies and curriculum affect the teaching-learning of English in our country.

- a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral

5. Teachers are well trained for teaching the curriculum they are provided with by NCTB or UGC.

- a. Strongly Agree      d. Disagree  
b. Agree                      e. Strongly Disagree  
c. Neutral

6. Are there any socio-political factors that have influenced the language policy of our country?  
If 'yes' please specify.

- a. Yes                                      b. No
- 
- 

7. Are there any socio-cultural factors that have influenced the language policy of our country?  
If 'yes' please specify.

- a. Yes                                      b. No
- 
- 

8. Please give your suggestion(s) about how to overcome the problems of English curriculum:
- 
-

## **THE EFFECT OF USING OUTLINES ON IDEA DEVELOPMENT QUALITY OF STUDENTS ESSAY WRITINGS**

Kisman Salija

*Universitas Negeri Makassar*

*Email: kisman.salija@yahoo.com*

### **Abstract**

The study dealt with the entity and process of essay writings both using and without using an outline. It aimed at finding out (1) the idea development quality of two essays by using outline, (2) the idea development quality of two essays without using outline, and (3) the significant difference of idea development quality of the two essays with and without using outlining strategy. The study was experimental with factorial and repeated measure design. The results showed that using outlining strategy was significantly better than without using it, and the comparison indicated the same results as classification both with and without outlines. It was strongly recommended that the pre-writing strategy was extremely pivotal to have good idea quality development.

**Key words:** writing, outlines, entity, process, essay.

### **INTRODUCTION**

Recently, the issue of essay writing has drawn a great deal of interest among scholars particularly the effect of memory span on writing strategies (Piolat & Fruttero, 2011); modeling in essay writing (Hayes, 2011); learning to write effectively (Torrance, 2011); research writing and presentation pattern (Ayam, 2010); the effect of production activities in relation to text quality (Braaksma, Rijlaarsdam & Bergh, 2010) and error analysis on essay writing (Darus & Subramaniam, 2009; Leijten et al, 2011).

The research, however, which focuses on the use of formal outlines to improve the idea development quality of essay writing, is very limited. Outlining is one of the prewritingstrategy activities which functions as a blue print from which the writing is to be based on. Writers who are accustomed to making outlines before writing find it as an

effective and clear way of organizing ideas (Goose, 2001; Crème & Lea, 2003; Davis, 2004; Donahue, 2007). It can also help writers finish writing quickly and improve grammar. To some experts, to have finished writing an outline is presumed to have written seventyfive percent of the writing and with it writing will be very smooth.

Research found that among the four language skills, writing was more complicated for the students to master in the sense that it took a long process, starting from prewriting and moving up to editing, and to require various writing skills or abilities i.e. skill to make an outline, to develop a paragraph, to write discourse that was grammatical, unified, well-organized, and coherent (Creme and Lea, 2003).

According to Sulistiyo (2008) that writing, of the four skills, was the least priority skill for the students to learn starting from lower to higher level. In addition, when writing, even in a short paragraph, they still made considerable mistakes. In writing a short essay,

they usually failed to express a thesis statement of the writing that introduces the topic to be discussed and the central idea of the essay. Besides, they were also not successful in writing good topic sentences of body paragraphs. The topic sentences for paragraphs, for example, were very narrow in which they almost had nothing to tell or sometimes the topic sentences were too large in which they contained more than one idea (Duigu, 2003). Another identified problem the students face in writing is the inability of the students to develop effective paragraphs or essays. The supporting sentences are not entirely about the central ideas. They leave out the criteria of being unified, coherent, and well-developed and organized (Darus and Subramaniam, 2009). Illegibility of writing is influenced by several factors, and bad organization of ideas is one of them. Many readers are unsuccessful to get the ideas of printed materials, getting only parts of the writers' ideas or totally failed, because the ideas are not well organized. The flow of ideas does not run smoothly and such that the quality of writing is far from expectation.

Different writers have different strategies of writing. Outlining is one of the prewriting strategy activities in which the materials collected are gathered or organized. It functions as a blue print from which the writing is to be based on. Writers who are accustomed to making outlines before writing find it as an effective and clear way of organizing ideas (Goose, 2001; Crème & Lea, 2003; Davis, 2004; Donahue, 2007). It can also help writers finish writing quickly and improve grammar. Writing an outline is presumed to have written seventy-five percent of the writing and with it writing will be very smooth (Crème and Lea, 2003).

In addition to the usefulness of outlining as mentioned above, another main reason to make an outline for writing is due to the limit capability of working memory. In order to understand environment or to have perception on something, people use senses. However, not all things perceived via the senses can stay longer in the

memory. Therefore, it is through formal outline can a writer express things perceived logically and systematically.

Writing strategy with outlining is more efficient and successful. It can help a writer organize his ideas and give focus on relevant materials as well as organize logical supporting details. Besides, it can make the writing run smoothly since the outline of ideas is already at hand. According to Crème and Lea (2003), it is not easy for a writer to start writing without making a framework which is called an outline. How experienced one is, he still needs an outline to follow in order to produce a qualified piece of writing—a writing containing clear and well-organized ideas and expressed in high-quality language.

This article will look at the impact of outlining and non-outlining strategy on the quality of idea development of students' essay writing.

## **METHOD**

This study was an experimental research which has a factorial design with repeated measures. The subjects of the study were tested under two different conditions using repeated measures design. Considering the research questions and relating them to the different treatments the subjects went through, this study made use of the second application or form of repeated measures (Gay, et al, 2011) that is, a subject was exposed to two different treatments. To be more precise, with these repeated measures, the same individual or person took two different measures in varied order. The data were taken from the same individual on a set of different tasks at a period of time.

This experimental study with repeated measures divided the subjects into two-half groups. The division of subjects was mainly intended for counterbalancing that is to control the order effects of giving two measures at one period of time. The grouping was not for



comparing the two groups; instead, sets of composition qualities or scores of the same subjects or individuals were compared.

The two halves of the subjects were assigned to write exposition in two methods of development: Entity and Process, once with an outline and the other without an outline. This means that each subject wrote two pairs or sets of compositions. The total of composition to write by the same individual was four.

Outline making prior to essay writing was the treatment for the experimentation, but in order to see the effects of it on dependent variable i.e. performance in writing exposition, the students were also assigned to write composition without making an outline. Both composition writing strategies, using and without using an outline, were levels or categories of the independent variable indicating strategy factor. Similarly, the two methods of exposition tagged under the variable of exposition were levels of the other independent variable indicating method factor. The writing performance or quality of the subjects was the dependent variable of the study.

The results of the two tests of the same students, when using and not using an outline, were compared to examine the effects of the manipulation of the independent variable on the dependent variable as well as to look over the interaction between the levels of the two experimental variables. The study gave no pretest to the subjects since the objective was not to compare qualities of compositions of a pretest and a posttest as in an experimental study with pre and posttest design.

The subjects of the study were 36 university students at one of the state universities in Makassar. This course preoccupied the students with knowledge of outlining writing in various methods that they needed when they did the writing tasks of the research. The target subjects were in two parallel classes consisting of eighty students. One class was taken randomly as the accessible subjects or sample and the other class was used for instrument try-out.

The instrument used to collect data was direct writing tests—expository writing tests using and not using an outline. The test consisted of directions and topics to be selected one and to be developed into a composition. It was tried out three times before it was used. The try-out of the test was administered by the researcher himself.

There are three common methods for judging student writing and assigning grades: holistic, analytic, and primary trait. These methods are different from each other in terms of writing aspects to assess. The focus of assessment of this study was on idea development, that is, how the subjects of the study developed the thesis statement into paragraphs of a composition - a particular aspect of writing to score. Therefore, the scoring method suitable to employ was Primary Trait Method.

The primary trait scoring method aimed at assessing the compositions of a subject both if using and not using an outline and the focus of the assessment was on idea development. The rubric consisted of three aspects: score, range of score and criteria. Each of the three aspects was divided into five bands with criteria or descriptors for each band, ranging from the highest to lowest.

Two raters were involved in rating students' composition. To achieve an acceptable level of inter-rater reliability, the two raters were trained. The training gave focus on the scoring rubric which outlines the criteria to be used in judging compositions. The final score of a composition was the average of two scores of the two raters.

The researcher collected the data employing counterbalanced procedure. In this procedure the single group of the subjects was divided into two halves that are called two treatment groups. The two-halves of students received treatments but the treatments were in different order: Outlining/Non-Outlining versus Non-outlining/Outlining with a

specified method of exposition. The different order of treatments functioned to control the additional sources of invalidity.

The data of the study were composition scores. The data were analyzed by means of inferential statistics. This statistical analysis was used to answer the problem statement of the study dealing with interaction of two independent variables, significant difference between the independent variables as well as the significant difference between cells within independent variables.

The study has two independent variables to manipulate. This signals that the study weighs a factorial ANOVA design. The design involves two factors: writing strategy (Factor A) and methods of exposition (Factor B). Factor A has two levels: using an outline (A1) and not using an outline (A2); and factor B has two levels: comparison (B1) and classification (B2). This study is symbolized with a 2 x 2 factorial design. In this design the subject were exposed to a combination of treatments, that is, one level of one factor and one level of the other factor.

The study has three research questions:

1. Is there any significant difference on the idea development quality of the two types of student essay writings with outlining?
2. Is there any significant difference on the idea development quality of the two types of student essay writings without outlining?
3. Is there any significant difference between using an outline and without using an outline on the idea development quality of students' essay writing?

To answer the questions, the study analyzed the data using different methods. One research question needed a particular method of analysis, or a combination of methods. The total of essay writing of 36 students was 144 items.

To analyze the data relating research question 1, one way ANOVA and Turkey's test for a pair wise comparison between outlining and non-outlining were used. They were intended to

find out the means of the two levels of writing strategy whether significant or insignificant. More specifically, they were applied to examine which of the two means was greater, as well as examining the mean difference between them.

To analyze the data relating to research question 2, the researcher used Turkey's tests for all pair wise comparisons among levels of strategy and levels of exposition, that is, when the students wrote compositions with outlining. For this purpose, two pairs of methods were compared. The general objective of the test is to compare the means of each paired method whether significant or insignificant, and to find out the mean difference between them.

For research question 3, the researcher also used Turkey's tests for all pair wise comparisons among levels of strategy and levels of exposition, that is, when the students wrote compositions without outlining. For this aim, two pairs of methods were compared. The objectives of the test are to compare the means of each paired-method whether significant or insignificant, and to find out the mean difference between them.

## **FINDINGS AND DISCUSSIONS**

This part provides the result and discussions of how the impact of the using of outline (and without outline) on the quality of students' essay writing.

### **Essay Writing with Outlining Strategy**

The statistical analysis showed that the means of the two paired-methods compared were insignificant difference. This indicates that the performances of the students on both methods were almost the same. The evidence proved that there were no significant differences between the methods on the idea development quality of students' composition. The insignificant difference in the qualities of composition was due to the reality that the

students have possessed adequate writing abilities or skills to write the two types of expository compositions using an outline. The ability of the students to write Entity composition was equal to their ability to write Process composition.

The table below shows significant differences between two essays with outlining strategies.

Table 1. Differences between two essays with outlining strategies

Writing process With outline	Means Score in Entity Essay	Means Score in Process Essay
Total number of words	260 (18.720 words)	258 (18576 words) 16.5
Total sentences	17 (1224 sentences)	(1188 sentences)
Total paragraphs	5.5 (400 paragraphs)	5.3 (385 paragraphs)
Total essay writings	72	72

It is shown in the data that the performances of the students in the two pairs of methods were not significantly different. Although the performances of the students were not significant difference, it was found that the students performed better on comparison method compared to classification. To sum up, the performances of the students if using an outline to write a composition with Entity method were not significantly different from Process method.

### **Essay Writing with No Outlining Strategy**

The statistical analysis showed that the two paired methods compared showed insignificant difference in means. This indicated that the performances of the students on both methods were almost the same. This evidence showed that there were no significant differences among methods on the idea development quality of students' composition. As in the composition

writing using an outline, the insignificant difference in students' performances was attributed to their equal skills in writing compositions. The students indeed have possessed identical skills to write the two types of expository compositions using no outline. The students' skills to write Entity composition was equal to their ability to write Process.

The following table below shows the mean score of idea development of the two essays without outlining strategies.

Table 2. Mean score of idea development of the two essays without outlining strategies

Writing process Without outlining	Means Score in Entity Essay	Means Score in Process Essay
Total number of words	253 (18.216 words) 15.5	251 (18072 words)
Total sentences	(1116 sentences)	15 (1080 sentences)
Total paragraphs	5 (360 paragraphs)	4 (288 paragraphs)
Total essay writings	72	72

It is shown in the data that the performances of the students in both pairs of methods compared were not significantly different. Although the performances of the students were not significant difference, it was found that the students performed better on the Entity method than on the Process. To conclude, the performances of the students if writing a composition with Entity method were not significantly different from their performances if writing a composition with Process. The insignificant difference in students' performances was attributed to their equal skills in writing compositions. Using no outline to write exposition of different

methods showed identical results. An additional finding was that the two mean scores of the methods compared in were still in between the good to average score levels.

### **The Difference of Students' Essay Writing Quality with and without Using Outline**

This part is to look at whether there was any significant difference of essay writing quality by using an outline and without using outline or not. The significance of means was tested using one-way ANOVA and Tukey Ttest. The mean scores of the two writing strategies were also presented to complete the discussion.

The result of one-way ANOVA showed significant difference between using an outline and without using an outline on the idea development quality of students' composition. The means for composition using an outline was significantly different from the mean for composition without using an outline. The pvalue which was 0.000 was smaller than the level of probability ( $p < 0.05$ ) gave the evidence of it. Similarly, Tukey's test for a pair wise comparison between outlining and nonoutlining (levels of writing strategy) showed the p-value that was 0.0002 was also smaller than the 0.05 level of probability. This shows that the there was a significant difference in means between outlining and non-outlining. In addition, the statistical account for means showed that the means for composition writing using and not using an outline were significantly different, that is, 82.058 for outlining and 78.681 for non-outlining; the total mean for the outlining was greater than the mean for the non-outlining.

With the two statistical test findings and the print out of statistic for mean above, the study made a conclusion that the mean for essay writing using an outline was significantly different from the mean for that of without using an outline. The mean for outlining was very great compared to the mean for nonoutlining. This means that the idea development quality of students' essay if

outlining was obviously better than that if without outlining.

It was clear from the data that there was a very great difference between outlining and non-outlining in means and it was proven that outlining was greater than non-outlining. The data proved considerably that using an outline to write essay gave positive results. This evidence signified that the students were already accustomed to use an outline if writing essay. It proved that writing strategy with outlining was an efficient and a successful strategy for essay writing. It was efficient since it could make the writing run smoothly as the result of already having the outline of ideas at hand, and was successful since it could help a writer successfully organize his ideas systematic and give focus on relevant materials as well as organize logical supporting details.

In relation to essay writing using an outline, it was found that the students have had an ability to write essay containing clear and well-organized ideas. They have got the skills to divide main ideas into topics and break them down further into most specific subtopics and divided the subtopics into other more specific subtopics. They have got the skills to express the ideas in high-quality language. The success of the students to write essay using an outline has proved how important an outline was for the production of a qualified piece of writing. This fact gave evidence to the statement of Goose (2001), Crème & Lea (2003); Davis (2004); Donahue, 2007) & Hayes (2011) who acknowledged the effect of using an outline and suggested writers to make one in order to produce qualified composition.

Writing an essay without using an outline, on the other hand, showed worse results compared to writing a composition using an outline. The mean scores for both writing strategies were significantly different. Although the difference was significant, the non-outlining mean score was still within the

level of appropriateness. The mean score for essay without using an outline was obviously small compared to the mean score for using an outline, but that mean score itself was still in the average level of score category. Generally, it can be said that the outcome of this study, that is if the students used an outline, is not bad. This finding is in contrast to Langan's study (2008) dealing with a frame (outline) making and its relation to the writing of expository composition. Unlike the present study, his study came out with the findings showing low ability of the students to make an outline. However, the two studies showed a similarity in which the subjects of both studies who could write better outlines could also write better compositions.

Based on the results of this study and other related studies, there would be no doubt on the effects of using an outline to write essay. Outlining strategy proved to be better than the non-outlining strategy and even to some other strategies. Similarly, Duigu (2003) conducted studies on the use of writing strategies: listing, clustering, and outlining in writing essays and discovered that outlining strategy was good compared to listing and clustering strategies. Considering the positive effects of an outline, it is recommended to students in particular and writers in general to use an outline if writing. It has been proved statistically that outlining is a successful writing strategy.

There are some other reasons put forward might cause outlining one step ahead of nonoutlining. One of them is the outline itself. Outlining as a writing strategy functions as a blue print. It is a framework on which a composition to be based on. This condition makes students be focused on the materials of their writing. With a specified topic they can determine the content materials suitable for the topic. This idea is relevant to Duigu (2003) stating that an outline is an instrument that can make composition unified, well-ordered, and coherent. Further, he claimed that outlining shows the materials that are needed to develop the composition. It shows how the

materials relate to one another and shows the parts of the whole.

Another reason is that an outline is a plan of a writing organization breaking a topic or a thesis into main units and subdivides the main units into subunits, and probably the subunits are further broken into small units. It is the skeleton of a composition; the structure around which the details and explanations are organized. These functions enabled the students to organize their ideas effectively and systematically. Besides, it allowed the students to run the writing smoothly since a defined outline of ideas was already made.

This study dealt with a constraint writing test in which students were given limited time to complete writing tasks or to write compositions. In such situation, the students got very limited time to think of the content materials to put in the writing. In addition, the students or people in general have a very limited capability in working memory. This situation and condition make the students need to make an outline for their composition writing. With a clear outline the students could express logically and systematically things perceived.

It is not easy for a writer to start writing without making a framework which is called an outline. How experienced one is, he still needs an outline to follow in order to produce a qualified piece of writing—a writing containing clear and well-organized ideas and expressed in high-quality language (Creme and Lea, 2003). This statement was strengthened by the findings of the study in which the students were able to write composition better if using an outline.

Based on the evidence above, it can be concluded that the idea development quality of students' composition if using an outline is significantly different from the quality of composition without using an outline. The outlining composition quality obviously proved to go beyond the non-outlining quality.

One definite reason making outlining better than non-outlining in the context of composition quality was that an outline is a writing plan dealing with structured and systematic organization of writing materials. The outline made the students focused on the materials of the writing. It reminded the students of the thesis statement and the controlling ideas, the supporting details, and the conclusion words that they put in their writing. These functions of an outline were suspected to be the sole cause of outlining being better than non-outlining.

## CONCLUSION AND SUGGESTIONS

Considering the problems, the objectives and the findings of the study, conclusion is drawn as follows:

1. There was a significant difference between using and not using an outline on the idea development quality of students' essay.
2. The means of the two paired-methods compared (Entity and Process with Outlining) were insignificant difference.
3. The two paired-methods compared (Entity and Process without Outlining) showed insignificant difference in means.

It is suggested, therefore, to use outlining strategy as a very important pre-writing aspect before students start to write an essay. In addition, more extensive research on other aspects of essay writing is needed to be conducted in order to have comprehensive overview of students' quality in essay writing.

## REFERENCES

- Ayam, Jean. 2010. Research Writing and Presentation Pattern Paper presented at the SIG Writing Conference, September 8<sup>th</sup>10<sup>th</sup> 2010, Heidelberg, Germany.
- Braaksma, Martine, Rijlaarsdam, Gert & Berg, Huub Van Den. 2010. Hypertext Writing Versus Linear Writing: Effects on Pause Locations and Production Activities and Its Relation With Text Quality. Paper presented at the SIG Writing Conference, September 8<sup>th</sup>-10<sup>th</sup> 2010, Heidelberg, Germany.
- Crème, Phyllis & Lea, Mary. 2003. *Writing at University. Second Edition*. Philadelphia: Open University Press.
- Darus, Saadiyah & Subramaniam, Kaladevi. 2009. Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study. *European Journal of Social Sciences*, 8(03), 483-495.
- Davis, Kenneth. 2004. *Manage Your Writing*. California: Komei Inc.
- Donahue, Steven. 2007. *Writing: Road-Runner English*. Indianapolis: MacGraw-Hill Inc.
- Duigu, Gaby. 2003. *Essay Writing for English Test*. Sydney: Academic English Press.
- Gay, Lorrie R, Mills, Geoffrey E, & Airasian, Peter W. 2011. *Educational Research: Competencies for Analysis and Applications. 10<sup>th</sup> Edition*. California: Prentice Hall.
- Goose, Allen. 2001. *Eight Kinds of Writing: Lesson and Practice for Writing Tests. Second Edition*. Portland: Weston Walch Publisher.
- Hayes, John. 2011. Kinds of Knowledge Telling: Modeling Early Write Development. *Journal of Writing Research*, 03(02), 366-384.
- Langan, John. 2008. *College Writing Skills*. Sydney: McGraw-Hill Press.
- Leitjen, Marielle, Et Al. 2011. Coordinating Sentence Composition With Error Correction : A Multilevel Analysis. *Journal of Writing Research*. Vol. 02 No. 03. Pp. 331-363
- Piolat, Anni & Fruttker, Laurant. 2011. Effects Of Memory Span on Cognitive Load and On Writing Strategies. *Journal Of Writing Research*, 03(2), 366-384.
- Sulistyo, Gunadi, H. 2008. English as A Measurement Standard in The National

Examination: Some Grassroots' Voice. *Sastra*, 3(2), 35-39.

*LINGUA: Journal Ilmu Bahasa dan*

Torrance, Mark. 2011. *Learning to Write Research*. Nottingham: Nottingham Trent *Effectively: Current Trend in European* University Press

## **COLLABORATIVE TEACHING CULTURES OF ENGLISH LECTURERS IN INDONESIAN POLYTECHNICS**

Rosmaladewi Rosmaladewi

*Victoria University Australia & Politeknik Pertanian Negeri Pangkep Indonesia*

*Email: rosmaladewi1@yahoo.com*

Amirullah Abduh

*Universitas Negeri Makassar, Indonesia*

*Email: amirullah@unm.ac.id*

### **Abstract**

This paper aims to explore collaborative culture in three polytechnics in South Sulawesi. This study applied an interpretive qualitative case study of nine English lecturers using interviews, documents and observations. Drawing from Hargreaves and Fullan's (2012) collaborative cultural concept, this study finds that contrived collegiality is more dominance rather than genuine collaborative learning culture. This finding suggests that collaborative culture is structured formally and bureaucratically. This impact on the way lecturers perform their teaching, norms and their values.

**Key words:** collaborative, culture, polytechnics, Indonesia, South Sulawesi

### **INTRODUCTION**

Studies on collaborative cultures are considered as an important feature of a learning organisation. As Hargreaves (1994) argues that collaborative culture is important for educators because they can learn from one in another. Similarly, Kennedy (2003) suggests that establishing collaborative culture help both people to grow professionally and organisation as learning organisation. Working together can reduce burden of working load and help educators establishing both professional and social networks (Hargreaves & Fullan, 2012). Those authors indicate the importance of collaborative cultures in organisations.

In Indonesian contexts, research into collaborative cultures has mainly focused on teachers collaborative works on lesson study (Saito, Harun, Kuboki, & Tachibana, 2006), partnership between schools and universities, (Saito, Harun, Kuboki, & Tachibana, 2007), professional development of teachers (Firman & Tola, 2008). These

studies indicate that collaborative teaching cultures remain unexplored. This study addresses this gap, particularly investigating collaborative cultures in polytechnics.

Polytechnic is a vocational higher education, which caters for a combination of knowledge and applied skills from Diploma I to Diploma IV programs (Law of Education No.20 2003). Recently, Diploma IV programs have been equated to Bachelor degree status in the Indonesian education system. Graduates from these programs can now hold an Applied Bachelor degree (Peraturan Pemerintah [Government Regulation] No 17, 2010). Polytechnics can also offer professional masters and doctorates which specialise in certain disciplines. For example, in our informal observation, the Master of Applied Electrical Engineering in Surabaya State Polytechnic became the first professional graduate degree offered at a polytechnic.

As a result of the recent reforms within Indonesia, the polytechnic has experienced



significant changes in its roles as it can now offer degrees similar to those offered at universities and is therefore in direct competition. Such reforms have brought about considerable change and for lecturers, change is particularly evident in the areas of workload and related roles and responsibilities. This inevitably may impact on the culture of teaching within polytechnics.

## **COLLABORATIVE CULTURES**

We will focus on teaching cultures that have been introduced by Hargreaves (1994): Individualism, balkanisation, contrived collegiality, and collaborative cultures. Then, Hargreaves and Fullan (2012) revisited these teaching cultures and regroup them into two major types: individualism and collaborative cultures. It can be understood that balkanization, contrived collegiality, and collaborative culture focus one similar idea which is to work together and to learn from other. However, they have different characteristics, which differentiate them from individualism.

On the other hand, collaborative cultures consist of four types: balkanisation, contrived collegiality, professional learning communities, and network and federation (Hargreaves & Fullan, 2012):

Balkanisation cultures made up of separate and sometimes competing groups.... Contrived Collegiality is characterized by formal, specific bureaucratic procedures to increase the attention being given to join teacher planning and other forms of working together.... Professional learning communities is continuing groups and relationships committed to and have collective responsibility for a common educational purpose, committed to improving their practice in relation to that purpose,

and committed to respecting and caring for each others' lives and dignity as professionals and people....Network and federation relates to teachers learn from others within their teams and schools, they learn even more from collaboration among institutions (Hargreaves & Fullan, 2012, pp. 107-108).

Hargreaves defines that the culture of collaboration and contrived collegiality are similar in terms of teachers work together, support each other, mutual understanding, and openness to discuss and to solve the problems they encounter. In this sense, collaboration and contrived collegiality are "seen as forming vital bridges between school improvement and teachers development (1994b, p. 186). However, collaborative cultures and contrived collegiality have different characteristics in a way they are developed and implemented by teachers, as shown in (See Table 1) below.

Table 1. Collaborative culture and contrived collegiality (Hargreaves, 1994, pp. 192-196).

Collaborative	Contrived Collegiality
Spontaneous	Administratively regulated
Voluntary	Compulsory
Developmentoriented	Implementation-oriented
Pervasive across time and space	Fixed in time and space
Unpredictable outcome	Predictable outcome

Collaborative culture has numerous the advantages for teachers. Jarzabkowski points out that 'working collaboratively saves teachers time, inspires better teaching, and improves the quality of teaching practice by creating better ideas for and about teaching' (1999, p. 13). Working collaboratively can

be in the form of informal conversation, which then enhances the team-building and ongoing development for a school (William, 2001). Brady and Kennedy (2003, pp. 312313) identifies that collaborative culture can promote opportunities to learn, foster continues school development and create professional confidence.

Recent study by Virta (2015) in Finnish educational contexts and suggested that teachers are no longer work individually, they more work together with other teachers, work with administrative staff, and corporate with parents. Virta claimed that teachers work together in different levels of combinations beginning from the same department to teachers from other schools. I assume, Virta's (2015) research can be very acceptable if institutions are inclusive and are aware of the importance of working collaboratively. For some institutions where competition culture is high, collaborative culture becomes utopia, which is only in imagination.

The other recent study by Martin and Dismuke (2015) indicated that collaborative culture can occur especially for teachers' candidate including: "1) development of course content across an array of activity settings, (2) working in small group and partner settings, and (3) immersion in experiential activity as both teacher and writer (p. 109). Collaborative cultures can considered as part of part of creating learning communities, service and community-based learning, and interdisciplinary research and teaching (Kanter, 1994; Kezar, 2005; Senge, 1997). Kezar (2005) suggested that collaboration enhances greater efficiency, effectiveness, and perhaps most importantly for higher education institutions, it has been claimed that collaboration enhances students' learning. Similarly, Bakken, Clark, Thompson, and Thompson (1998) investigated the benefit of working in a team.

They revealed that working in team has benefit to both teachers and students. For teachers, it increases teachers' patience and tolerance, and for students, it offers students various perspectives from different teachers. Further, Nevin, Thousand, and Villa (2009) reported that collaborative teaching offers teacher educators models to compare and contrast with their own experiences.

One of the challenges in implementing collaborative teaching culture is aging infrastructure. Kustra et al. (2015) commented that the lack of supporting infrastructure such as limited technology to support teaching and limited spaces for cooperation, becomes constraints in realizing quality teaching cultures. Kustra et al. (2015) recommended that raising awareness of quality teaching has long positive impact on students learning and outcome. In addition, Watson and Widin (2014) identified the attitudes of teacher to reject change is another constraint. Some teachers prefer to maintain status quo because they feel comfortable with their existing practices, even though they attend professional training programs.

It is interesting to note that teaching cultures either individualism or collaborative cultures can both impact on teaching and learning. For some teachers who prefer to work individually, they may be difficult to work in small or larger group. On the other hand, working collaboratively may not benefit all teachers because there may be possibilities of some teachers dominate others.

## **METHODOLOGY**

An interpretive qualitative case study was applied in this research. An interpretive case study was appropriate when drawing specific implication of the research (Walsham, 1995). This study has particular implications for lecturers who teach in Indonesian

polytechnics particularly in South Sulawesi contexts. This study employed semi-structured interviews of nine lecturers of English in three polytechnics. The semistructure interviews were conducted in Indonesia that lasts between 45 minutes and 1 hour. Of the nine participants, 6 were females and 3 were males. Their ages range between 35 and 45 years old. Data were analysed using thematic analysis procedures (Braun & Clarke, 2006): reading whole data, identifying themes, classifying themes, and identifying core themes.

## **FINDINGS**

Collaborative cultures of English lecturers from Polytechnic A, B & C are described as follows.

### *Polytechnic A*

From lecturer participants, in terms of teaching, the most common ways of performing teaching tasks is through structural team appointment and voluntarily team-teaching groups. It was reflected by a participating senior lecturer: "Successful teaching English is not an individual job. We must work together not only for teaching but also for completing a book project" (L1.A). Lecturers view team-work is an efficient and effective strategy in planning, teaching and assessment. It is their belief that team-work is a step to successful delivering teaching task.

The structural team-teaching tasks are appointed by senior management for certain subjects. It is explained by one senior lecturer: "I got a mandate as an English coordinator ... to work with lecturers in English team" (L1.A). The number of team members varies according to the tasks, and subjects to be delivered. It is normally between four to six people in one team members. It is explained by junior lecturer:

"We are totally four members in English team at this moment.... I handle some classes with two other lecturers" (L3.A). While another senior lecturer supported: "We used to have 6 members of English team so it was easier to replace each other" (L2.A)

They established all required documents to assist them for teaching delivery modes including planning, observing, implementing, monitoring, evaluating and assessing subjects. It is supported by a senior lecturer:

*I am one of the team members. A kind of team teaching because we teach in a team, two to three lecturers in a small team.... We are team in all activities I can say, from planning, designing books, teaching even though we teach different topics, and evaluation. All lecturers have to prepare question sheets for final examination. (L2.A)*

There are several criteria that consider putting in place when forming team-teaching. They are experiences, skill and knowledge expertise to the subject in Sehat. It is described by an English coordinator:

*Team is divided based on their knowledge and skill.... When we conducted English course for all academic staff and leaders, one junior lecturer (who is not major in English) but seems had good English so I offered her to join our English team, and she likes it. Now she is experienced as she has handled English classes for some semesters (L1.A)*

Besides, the other important criteria to be included in a team member are educational backgrounds. The senior managers normally consider whether they are domestic or overseas graduates. It is expressed by senior lecturer: "I have been involved in English (teaching) team since I completed my Masters in Australia" (L2. A). Another junior lecturer supported:" Even though I consider

my English is poor but I learn much from my team, especially Australia university alumni” (L3. A). The senior managers place equally overseas graduates in every team work because of international experiences they had.

Through team teaching, lecturers distribute the tasks equally amongst their team. In each task they assign one lecturer to be responsible for the implementation. For example, there is one team member organising references for teaching materials, as pointed by a senior lecturer coordinator:

*“I am in charge to design the reference (handbooks) that we will use at least for one level (year), but I need other lecturers to help me, that is why I asked her who has very good English for helping me. Other team members also helped me including ideas in teaching approach” (L1.A).*

It is also in the context of preparing teaching materials as most participating senior and junior lecturer explained: “...we can talk in our team who can replace them to handle every chapter in our handbook” (L2.A) and “We create (wrote) this book together” (L1.A), as well as “I helped, creating this book even only copied additional material to put in this book” (L3.A). Also there is a team coordinator who controls and manages the implementation of team-teaching tasks, as elucidated by one participating senior lecturer:

*Besides as a member in English team, I am also a coordinator in other unit. As a coordinator I am responsible to control the unit and team, while as a member in English team I can say I have to listen to English coordinator including design English handbook with him (L2.A)*

In terms of voluntary work among team member, each member is not obligatory to replace other team member when they are absent. The example of replacement in teaching tasks, as indicated by a participant:

“One of English teams now is studying so she is not very active and we must understand if sometimes we need to replace her class” (L1.A). It is a kind of voluntary initiative among team members.

In addition, researching and community services are also done in a team. The reason for this is that they are easier to complete tasks on time because they have described job description of each team member prior to task implementation. It is explained by one participant: We must complete teaching, research, and community services together (L1.A). It is supported by the other respondent:

*“It must be completed, not only teaching load but also research, community services and additional or extra activities. That’s why we have to share and work together. Conducting Research then publish paper in journal is very important at this moment...easier when we do it in team” (L2.A)*

They also easier to replace one in another in a team, as highlighted by other participant:

“...meeting only between the team members.... We adjust what module or chapter that we want, and we adjust our schedule with other activities “(L3.A). This shows that lecturers have been successful in performing their work through their team.

However, lecturers also face a difficulty in terms of choosing a priority and communication. Lecturer participants find it hard to prioritise one task when a lot of important tasks occurring at the same time. The unit coordinator, for example, faces a dilemma in decision making when performing two roles at the same time. He found it hard to insist other people do things, because he is also part of the group. It is expressed by a senior lecturer: “I am one of the English team in teaching, while as coordinator in other unit/subject....

Sometimes these different positions are confusing” (L2.A). The position makes him/her in difficult situation to juggle his/her schedule and task.

The other challenge is that communication problems. It became concerned of one participant: “I have difficulties (in teaching)..... I can say communication is very important so our team can understand our problems (in teaching and personal problems)” (L3.A). It is often among team member to miss-understanding each other’s due to communication problems.

#### *Polytechnic B*

Both manager and lecturer participants in this study expressed that team teaching was a common way of performing multiple roles.

With regards to managers’ perceptions, working in a team was required to support each other. This signals that a team was formed by a leader. One participating leader mentioned: “Team works were done through sharing classes, teaching materials, assisting extra classes, research activities, and community services” (H1.B). In addition, the other leader commented: “We usually work together to apply for grants either from the institution or higher level research grants from the Higher Education and Transportation Ministries” (H2.B). This indicates that a structural team was formed by their leaders and was a dominant way of performing roles in this polytechnic.

With regards to lecturers’ views, peer or team teaching was not only an instruction from our leaders but more as a system for performing tasks. It included in the area of teaching, research and community

services. In terms of teaching, one English lecturer commented:

*There must be mutual understanding that we need those seamen in terms of teaching English related to Maritime. Conversely, they need us (English lecturers whose educational background is English) in terms of the English knowledge itself such as grammar. So in teaching English we are teamed with seamen lecturers who can speak English and have spent time in a boat with foreign seamen (L3.B)*

The other English lecturer indicated team teaching was done in order to be able to support each other: “One lecturer can swap or replace another lecturer when he/she is not available to teach” (L2.B). In relation to research, a team was formed to apply local and national grants. One participating lecturer stated: “applying for research grants from external sources such as the central government through the Ministry of Transportation or through the Ministry of Education is usually done in teams” (L1.B). In relation to community service activities, one lecturer participant explained: “It is a part of the institution policy where any activities relating to the community should be done in teams for effectiveness” (L1.B). This indicates that performing academic roles was done in teams. Thus this team was structurally established.

It appears that lecturers performed multiple roles either as academics and administrative staff. Their commitment, cultural and religion factors become the underpinning factors of lecturers performing multiple roles. It may be important to train administrative staff for a leader position of administration.

#### *Polytechnic C*

Both participants (managers and lecturers) argued that working in a team was a common culture in this polytechnic. This

section describes working in a team and reasons of choosing it.

From managers' perspectives, lecturers mostly worked in team rather than solo. Working in teams was done such as in the area of teaching, research, and completing training programs. One participating manager commented that "we organised lecturers to work in team, in teaching, research and training programs" (H1.C). A team may consist of two or three lecturers depending on the job assigned to lecturers. For example, teaching can include "two or three lecturers in a group" (H1.C). The reason of working in team was due to the flexibility for swapping schedule: "If one of them is absent or unable to perform their duties, the other can replace it" (H2.C). Therefore, working in a team was a common teaching culture in this polytechnic.

From lecturers' perspectives, lecturers worked in a team both for teaching and delivering training programs. The training programs included a short training for industry preparation placement. One English lecturer participant stated that "there are many training programs which need a team or committee to complete the task at a short notice and for a short period of time" (L3.C). The team usually consisted of senior and junior lecturers. The other English lecturer participant commented: "I always teach in team especially as I am a junior lecturer to learn from the seniors" (L1.C). It might include "two senior lecturers and one junior lecturer or vice versa two junior lecturers and one senior lecturer" (L2.C). This highlights the team was the prefer way of conducting activities in this polytechnic.

Lecturers described the main reasons of working were to be able to help each other, to learn from others, and to familiarise with new environment. One English lecturer participant delineated that "in my department I have team teaching so that we help each

other to teach across departments" (L3.C). In addition, working in a team might help new lecturers to familiarize with the new environment because "new lecturers can learn from senior ones" (L2.C). Moreover, working in a team provided the opportunity for new lecturers to get involved in institutional activities academically so that they can feel welcome and can adjust the situation. One English lecturer stated: "leader and senior colleagues think that we need additional various activities to help understand the organisational lives, maybe that's why we are often in teams" (L1.C). Therefore, working in a team can facilitate junior to learn from seniors and to familiarise new lecturers with the environment.

It seems that working in a team was a prefer way of performing academic and nonacademic tasks in Mesin. Working in a team offered a way of transferring knowledge from seniors to juniors and a way to participate and familiarise with the new environment.

## **DISCUSSION**

A team teaching identified as a model of teaching mode within these three polytechnics. This section discusses the essential characteristics and benefits of team teaching. This contributes to add new understanding of Hargreaves (1994) and Hargreaves and Fullan (2012) of contrived collegiality and collaborative teaching cultures.

The findings reveal that the characteristic of team teaching is considered the transition between contrived collegiality and collaborative teaching cultures. This is due to team-teaching possessing elements of the two types of teaching cultures. In relation to contrived collegiality, team teaching is similar to Hargreaves and Fullan (2012) that formally constructed by leaders and follow bureaucratic procedures, as it is found in Ikan

and Sehat. Team teaching is also constructed voluntarily by lecturers as it is done in Mesin and Sehat, which is a reflection of Hargreaves and Fullan (2012) collaborative culture.

There are advantages and drawback of this transitional model between contrived collegiality and collaborative teaching cultures. The benefits of this model are similar to some elements of earlier studies include learning from colleagues, respect each other complement each other (Hargreaves, 1994; Hargreaves & Fullan, 2012), and increase bonds among team members (Bolman & Deal, 2008). In addition, each lecturer brought their own knowledge, experience and personal values that had to be developed into making a cohesive team(s). However, the potential drawback of this transitional model of team teaching is that the lack of flexibility due to the standardised roles and responsibilities imposed senior administration. In addition, different lecturers' teaching approaches applied could lead to confusion for some students.

The implications of this transitional model are working collaboratively either voluntarily and structurally can be considered as the norms of team teaching in these polytechnics. Firstly, lecturers are encouraged to learn and make use of the team in order to benefit students. Secondly, lecturers are required to be more tolerance to each other. Finally, lecturers are encouraged to sacrifice their time and energy in order to achieve team's goals.

## CONCLUSION

Team-teaching is the most common type of teaching culture. This type of teaching culture reflects Hargreaves' and Fullan's (2012) contrived collegiality teaching culture. The contrived collegiality refers to structural collaboration. Thus structural

collaboration is viewed as the team teaching is constructed by leaders based on specialisation. In order to implement the mandate of the leaders, it is important to administratively regulate the task of the lecturers. This regulation is similar to what Hargreaves (1994) describes as team that is administratively regulated, implementation oriented and fixed time and space. This indicates that structural team-teaching is a compulsory team that is formed by leaders.

The implication is that the practice of contrived (structural) collegiality can disadvantage lecturers' creativity. The lecturers can only work on a certain task based on the specific job that is stipulated in the instructional letter, and very often lecturers have less initiative to start the job because they waited for orders letter from their leaders. Therefore, a spontaneous or a genuine collaboration is important to establish among lecturers so that they can work together based on their similar interests and goals.

## ACKNOWLEDGEMENT

Thank you very much for Bill Eckersley and Anna Popova, who provides suggestions and feedback for the improvement of this article.

## REFERENCES

- Bakken, L., Clark, F. L., Thompson, J., & Thompson, J. (1998). Collaborative teaching: Many joys, some surprises, and a few worms. *College Teaching*, 46(4), 154-157.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*: Teachers College Press.
- Kanter, R. M. (1994). Collaborative advantage: the art of alliances. *Harvard business review*, 72(4), 96-108.
- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, 46(7), 831-860.
- Kustra, E., Doci, F., Gillard, K., Hondzel, C. D., Goff, L., Gabay, D., . . . Ellis, D. (2015). Teaching Culture Perception: Documenting and Transforming Institutional Teaching Cultures. *Collected Essays on Learning and Teaching*, 8, 231-244.
- Martin, S. D., & Dismuke, S. (2015). Teacher candidates' perceptions of their learning and engagement in a writing methods course. *Teaching and Teacher Education*, 46, 104-114. doi: <http://dx.doi.org/10.1016/j.tate.2014.11.002>
- Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators—What does the research say? *Teaching and Teacher Education*, 25(4), 569-574.
- Peraturan Pemerintah [Government Regulation] No 17. (2010). *Pengelolaan dan Penyelenggaraan Pendidikan*. Jakarta: Kementerian Pendidikan Nasional.
- Saito, E., Harun, I., Kuboki, I., & Tachibana, H. (2006). Indonesian lesson study in practice: Case study of Indonesian mathematics and science teacher education project. *Journal of In-service Education*, 32(2), 171-184.
- Saito, E., Imansyah, H., Kubok, I., & Hendayana, S. (2007). A study of the partnership between schools and universities to improve science and mathematics education in Indonesia. *International Journal of Educational Development*, 27(2), 194-204.
- Senge, P. M. (1997). The fifth discipline. *Measuring Business Excellence*, 1(3), 46-51.
- Firman, H., & Tola, B. (2008). The future of schooling in Indonesia. *Journal of International Cooperation in Education*, 11(1), 71-84.
- Virta, A. (2015). “In the middle of a pedagogical triangle”—Native-language support teachers constructing their identity in a new context. *Teaching and Teacher Education*, 46, 84-93.
- Walsham, G. (1995). Interpretive case studies in IS research: nature and method. *European Journal of information systems*, 4(2), 74-8



## **EFL STUDENTS' STRATEGIES DEALING WITH COMMON DIFFICULTIES IN TOEFL READING COMPREHENSION SECTION**

Iskandar Abdul Samad

*English Education Department of Syiah Kuala University, Indonesia  
Institute of Education Development and Quality Assurance of Syiah Kuala University, Indonesia  
Email: iskandar.abdul.samad@unsyiah.ac.id*

Miftahul Jannah

*English Education Department of Syiah Kuala University, Indonesia  
Email: emjiemial@gmail.com*

Siti Sarah Fitriani

*English Education Department of Syiah Kuala University, Indonesia  
Email: ssfitriani@gmail.com*

### **Abstract**

TOEFL has been used as a requirement for non-native English students to pursue further study overseas, to get an appropriate job and to graduate from university. Students often encounter difficulties completing TOEFL reading test. This quantitative study investigates the undergraduate students' difficulties and their strategies in completing TOEFL reading comprehension test. The data was obtained by collecting students' worksheets of the TOEFL test and distributing questionnaires related to test taking strategies used by the students. Thirty students of English Education Department of Syiah Kuala University were involved as participants. The results indicate five difficult reading aspects encountered by the students. In addition, their strategies to complete the reading comprehension section of the TOEFL test are also found. These findings are further discussed in this paper.

**Keywords:** TOEFL reading comprehension, reading difficulty, reading strategy

### **INTRODUCTION**

In many countries, such as Indonesia, English is considered as a foreign language. In this country, English is mostly used in English classrooms, while outside of the classroom, people commonly use their native language, Indonesian, for their daily communication. English is regarded as important foreign language. It is evident that this language is taught in junior high school until university. The ability of students mastering English is commonly seen from the result of English proficiency test that is Test of English as a Foreign Language (TOEFL). This test has been

respected internationally (Warfield, Laribee, & Geyer, 2013).

Nowadays, TOEFL is used to get scholarships in order to continue further study in English speaking countries. TOEFL is also used to apply for a job vacancy. The reliance on TOEFL has reached such a point that most domestic universities use this standardized test as a part of graduation requirements. The authority of universities set this precondition because they believe that TOEFL is able to evaluate students' ability and skills to understand English in academic tasks (Aliponga, 2013, p. 74).

At Syiah Kuala University, all students are obliged to pass the TOEFL test with a score between 450 and 475 the minimum (the score depend on the expectation of each faculty). This score is required prior to undertaking script or thesis final examination (Samad, Hizir, Kasim, Fitriani & Mustafa, 2016). The type of TOEFL test that are required to undertake is a TOEFL prediction, which is a paper-based test that consists of listening, structure and written Expression, and reading comprehension sections. It is commonly understood that to achieve high score in the TOEFL test, students are expected to be able to answer questions of the three sections.

Achieving high score for this test is not an easy task. This is evidence in the work of Samad and Fitriani (2016). They find that most students of this university fail to achieve a required score to graduate from their study. They found tht among 1916 TOEFL test takers at Syiah Kuala University, only 53 students are able to achieve TOEFL score of 450-497, or 2.77%. This result has shown that most students at Syiah Kuala University still cannot achieve the TOEFL requirement. Furthermore, a study conducted by Abboud and Hussein (2011) suggest that the difficulty in reading comprehension section of TOEFL experienced by test takers is due to the limited time they have during the test, and lack of knowledge in reading aspects.

Other studies have focused on the TOEFL test in general and problems in reading section of the test. While this study is an expansion of those previous studies, which focuses on the most difficult aspects of this section and also investigating strategies used by students.

## **LITERATURE REVIEW      Reading Comprehension**

A number of definitions of reading has been provided in literature. Reading can be defined as an interaction between readers and texts (Alderson, 2000; Klinger, Vaughn, &

Boardman, 2007) that contributes to automaticity and reading fluency (CelceMurcia, 2001, p. 154). Reading is important in education because this skill can provide students knowledge (Fjeldstad, 1994, p. 20). To get knowledge, students need to pass the process of meaning construction (Snow, 2002, p. 134). The meaning construction process leads to a comprehension. Students comprehend a text only when they understand the information in the text (Fitriani, 2015). Therefore, reading comprehension can be defined as the understanding of the written word and of the content being read in a text (Healy, 2002; Harrison, 2004; Ali, 2012).

## **Reading Difficulties and Strategies**

The literature has reported many students find reading difficult because of several factors, one of them is their lack of ability to understand a particular text (Ali, 2012, p.5). Their limitation of vocabulary and some phrases could hinder them from understanding the meaning of English texts (Fitriani, 2015). This impacts on the students' ability in answering questions in reading comprehension section of TOEFL test (Antoni, 2014).

In a study conducted by Alghail and Mahfoodh (2016), there is a number of difficulties encountered by foreign students in a Malaysian university. The difficulties are in paraphrasing, note-taking, supporting ideas and managing the time for the reading test. Another researcher, Chawwang (2008) states that the most critical problems are in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. Similar research has been conducted by Nezami (2012) in EFL Saudi learners. In her research, she finds that their students are difficult to comprehend the text due to limited knowledge and skills.

To overcome the difficulties, there are some reading strategies commonly used to comprehend the information given in the text,

for example summarising, question generating, skimming, scanning, etc (Phillip, 2003). Language learners could use any strategies to comprehend the texts. Reading strategies are very important, it is not only to successfully comprehending the text but also to overcome any reading problems

### **TOEFL Test**

TOEFL is highly recognized language testing in English which is internationally recognized and respected (Warfield, Laribee & Geyer, 2013). TOEFL is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3). With TOEFL test, one could know the English proficiency of students whose English is not their native language. Nowadays, TOEFL is used in many occasions, for instance, those applying for scholarships to continue their study in the English spoken countries. Furthermore, this test is also needed by those who want to apply for a job both in home country and overseas. Even, this test is obliged by universities in Indonesia as a requirement to complete their study and obtain their bachelor certificate (Samad, 2016).

### **Aspects and Skills in TOEFL Reading Section**

There are a number of aspects and skills to comprehend the reading text of TOEFL test. According to Phillips (2003), there are five aspects of TOEFL reading comprehension that consist 13 skills. First, questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and recognizing the organization of ideas. Secondly, directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun referents. Thirdly, indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which

consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course.

This study focuses on the most difficult parts of reading aspects faced by students at Syiah Kuala University, and the strategies that they mostly use in a test.

### **METHODOLOGY**

This is a descriptive quantitative study which focuses on understanding students' difficulties and strategies to deal with TOEFL reading comprehension. To collect the data, the researchers gave a TOEFL reading comprehension test. This test was given to figure out the most difficult aspects and skills in the reading section. The test was taken from Longman paper-based TOEFL preparation. Then, the researchers provided questionnaires to find out the strategies they commonly use to deal with the reading difficulties. The questionnaire items were adapted from Karbalaie (2010, pp. 67-68), Shang, Li and Wang (2010) and some were developed by the researchers.

The test and questionnaires were given to thirty undergraduate students studying at the English Education Department of Syiah Kuala University batch 2011. These samples were chosen purposefully.

The researchers analysed the data from the test using the lists of aspects and skills in reading comprehension. While for questionnaires, the scoring was using 4-point Likert scale.

## FINDINGS and DISCUSSION Result of the Test

The following table presents the result of data from the test that is the percentage of each skill.

Table 1: Test Result

Aspect	Skills	Total	%
I	1. Answering main idea questions correctly.	92	11%
	2. Recognizing the organization of ideas.	37	5%
	3. Answering stated detail	116	14%
	4. Finding unstated details.	69	8%
	5. Finding pronoun referents.	22	3%
III	6. Responding to implied questions.	208	26%
	7. Responding to transition questions.	20	2%
	8. Finding out meanings from structural clues.	16	2%
IV	9. Finding out meanings from word parts.	77	9%
	10. The use of context to give meaning of difficult words.	99	12%
	11. The use of context to give meanings of simple words.	31	4%
	12. The ability to search for specific information	23	3%
V	13. The ability to identify the tone, purpose, or course.	5	1%

I	1. Answering main idea questions correctly.	92	11%
	2. Recognizing the organization of ideas.	37	5%
II	3. Answering stated detail	116	14%

Total of incorrect answers	815	100 %
----------------------------	-----	----------

No	Statements	N e v e r	S o m e t i m e s	O f t e n	A l w a y s
1	I use key words to search for main idea	3 %	40 %	23 %	33 %
2	I skim or can the text to search for the idea.	3 %	20 %	40 %	37 %
3	While reading, I have a purpose in mind and try to focus on what I read in the passage.	10 %	20 %	50 %	20 %
4	I use my background knowledge whenever I read a text.	3 %	50 %	30 %	17 %
5	I use prediction skill while I am reading a text	10 %	47 %	30 %	13 %
6	Focusing on important information in a text through skimming a whole text.	0 %	30 %	33 %	37 %

Next, skill 1 is considered to be the fourth most difficult skill in TOEFL reading comprehension. The questions are about identifying the main idea correctly which is counted 11% of the total incorrect answers. Then, the fifth most difficult skill in TOEFL reading comprehension is skill 9, which is consisting the questions about determining meanings from word parts. students made 9% of the total incorrect answers.

### Results of Questionnaire

The following table presents the strategies that students implement to deal with the reading comprehension difficulties. This result is presented based on the data obtained from the questionnaire fulfilled by the students.

Table 2. Questionnaire

The table 1 above shows the skills that are considered to be the most difficult ones in TOEFL reading, which is skill 6. This skill is identifying implied detail questions correctly. It is the highest percentage (26%) of all that students answer incorrectly.

Then, it is followed by skill 3 (14%), which is identifying stated detail questions correctly. It is the second most difficult skill for the students. The third most difficult skill is skill 10. It is the question about determining meanings of difficult words by using context which achieves 12% of the total incorrect answers.

the total the correct answers														
background knowledge					I guess from (suffixes, prefixes) and semantic knowledge									
I make a literal translation.					8	10	20	40	30	11	13	40	37	10
					%	%	%	%	%		%	%	%	
I read in details to answer questions.					9	3	20	40	37					
					%	%	%	%	%					
10	I use context clues to understand the meanings of vocabulary					0	13	47	40					
						%	%	%	%					

I keep reading a text even I find some difficult words in the text.								
12					3	30	50	17
					%	%	%	%

13	I read questions prior to reading a text.	0 %	17 %	40 %	43 %
14	When text becomes difficult, I repeat reading text to increase my understanding even when I find it difficult. .	7 %	30 %	20 %	43 %

The table 2 above shows that the questionnaire item number one indicates that 40% of students admits if they sometimes use key words to search for main idea. The statement number two reveals that 40% of the students often skim or scan the text to search for the idea. 50% students often have a purpose in mind and try to focus on what they read in the passage while reading which is evidenced by the third statement.

Based on the statement number four, it can be seen that 50% students sometimes use their background knowledge whenever they read a text. Then, the students whose sometimes use their prediction skills to understand what is going to happen while reading a text, reaches about 47%. It also appears in the next statement that 37% students always focusing on important information in a text through skimming a whole text. Related to the statement stated in number seven, it can be seen that 53% students often guessing a meaning of a text through activating their background knowledge. Then, they also often make a literal translation. It is proven by 40% of students in questionnaire number eight. For statement number nine, it shows that 40% of students often read in details to answer questions. They often read a text repeatedly to understand it.

Regarding to the statement number 10, it can be seen that 47% students often use context clues to understand the meanings of vocabulary. Next, to understand unfamiliar English words, they sometimes divide it into parts that they understand and guess from suffixes, prefixes and semantic knowledge. It is agreed by 40%

of the students in statement number 11. It also can be seen from questionnaire number 12 that 50% of students often keep reading a text even they find some difficult words in the text. In the questionnaire number 13, it appears that 43% of students always read questions prior to reading a text. They assume that reading the questions prior to reading texts could help them guess for the correct answers. Lastly, the last number of the questionnaire, which is item 14 reveals that when the text becomes difficult, they always repeat reading the text to increase their understanding It is proven by 43% of students who feel the same about it.

## DISCUSSION

Reading is considered as essential skills for students. The students are required to have sufficient knowledge and skills to succeed in TOEFL test. The students are required to be aware of their ability in mastering reading aspects and skills in TOEFL to succeed the test. Knowing appropriate reading strategies could help them dealing with their difficulties in TOEFL reading skills.

As mentioned earlier, this study is to find out the most difficult skills encountered by the students in TOEFL reading section and possible strategies that may be used by them to deal with these difficulties. The researchers discuss these two purposes in a separate headings.

### 1. The most difficult skills in TOEFL Reading Comprehension Section faced by students batch 2011 at the English Education Department of Syiah Kuala University.

The data presented earlier reveal that there are five most difficult skills in reading section. The level of difficulties is shown by the percentage of each skill. Five most difficult skills are experienced by the thirty undergraduate students These five skills can be seen clearly in the following table.

Table 3. The most difficult skills in TOEFL Reading Comprehension

Aspect	Skills	Total	%
III	#6: Answer implied detail questions correctly.	208	26 %
II	#3: Answer stated detail questions correctly.	116	14 %
IV	#10: The use of context to give meanings of difficult words.	99	12 %
I	#1: Answer main idea questions correctly.	92	11 %
IV	#9: Determine meanings from word parts.	77	9 %
			10
	Total of Incorrect Answers	815	0 %

From the Table 3, it is obviously seen that the most difficult skill in TOEFL reading comprehension section for the students is skill #6, it is followed by skill #3, #10, #1 and #9.

A study conducted by Chawwang (2008) shows some similarities that the most critical problems were in identifying difficult words, topic, the main idea of the passage, and lack of vocabulary. These problems make students unable to guess the meaning and to understand a text. In addition, a study conducted by Alghail and Mahfoodh (2016) also shows some similarities in which foreign students in a Malaysian university are experiencing difficulties in paraphrasing of their note takings.

Then, Mahmud (2014), in her study, shows that students' lack of skills and motivation hinder them from being able to comprehend a text. The result of research conducted by Antoni (2014) also reveals that in reading section, students face difficulties to understand the meaning of the passage and they could not catch all ideas from the passage given. According to her, the problems arise

due to their limitation of vocabularies, some phrases, and time available for the section.

Interestingly, our study extends the findings of previous studies conducted by Alghail and Mahfoodh (2016), Mahmud (2014), Antoni (2014), Chawwang (2008) and Samad and Fitriani (2016). In our study, we reveal more problematic skills for students, which are: (1) identifying implied detail questions correctly, (2) identifying stated detail questions correctly, (3) determining meanings of difficult words by using context, (4) identifying main idea questions correctly, and (5) determining meanings from word parts.

## 2. The strategy used by students batch 2011 at English Education Department of Syiah Kuala University in improving their Reading Skills in TOEFL Preparation Test.

As data presented earlier, the strategies used by the students are varied. The frequencies appear in each statement are different. The strategies selected by the students are mentioned in statement number 2, 3, 7, 8, 9, 10, and 12, which are only a half of the total strategies.

Antoni (2014) reveals that most of students agree that strategies on completing TOEFL are very important to succeed the test. Lacking strategies, such as the ability to do scanning and skimming, leads to major problems in comprehending reading text (Nezami, 2012)

## CONCLUSION

TOEFL as an international test is commonly used to measure the level of students' competence in mastering English. This test is important to apply for a scholarship, a job and to graduate from university. To achieve these expectations, students need to know the difficulties they might encounter undertaking this test; so, they



are aware of some strategies that can help them reduce their difficulties. Students are required to apply some strategies to deal with the TOEFL difficulties.

## REFERENCES

- Abboud, Z. A. R., & Hussein, N. J. (2011). The difficulties faced by advanced Iraqi foreign learners in passing ITP TOEFL test. *Journal of Basrah Researches (Humanities Series)*, 36(4), 110-138.
- Alderson, J.C. (2000). *Success in English Teaching*. New York: Oxford University Press.
- Alghail, A.A.A. & Mahfoodh, O.H.A. (2016). Academic reading difficulties encountered by international graduate students in a Malaysian university. *Issues in Educational Research*, 26(3), 369-386.
- Ali, H. (2012). The use of silent reading in improving students' reading comprehension and their achievement in TOEFL score at a private English course. *International Journal of Basic and Applied Science*, 1(1), 47-52.
- Aliponga, J. (2013). Reading journal: its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73-80.
- Antoni, R. (2014). An analysis on 6<sup>th</sup> semester students' TOEFL experience at English department of teachers training and education faculty of Pasir Pengaraian University. *Journal Ilmiah Edu Research*, 3(1), 9-16.
- Ary, D., Jacobs, LC., Sorensen, C., & Razavieh, A. (2006). *Introduction to Research in Education*. (7th ed.). Wadsworth: Cengage Learning.
- Celce-Murcia, M. (2001). *Teaching English as a Second and Foreign Language (Third Edition)*. Boston: Heinle and Heinle Thomson Learning Inc.
- Chawwang, N. (2008). *An Investigation of English Reading Problems of Thai 12<sup>th</sup> Grade Students in Nakhonratchasima Educational Region 1, 2, 3, and 7* (Unpublished Doctoral dissertation) Srinakharinwirot University Bangkok.
- Educational Testing Service (ETS). (2010). Test and Score Data Summary for TOEFL Internet-based and Paper-based Tests. Retrieved November 29, 2015 from [www.ets.org/toefl](http://www.ets.org/toefl).
- Fjeldstad, M. C. (1994). *The Thoughtful Reader. A whole Language Approach to College Reading*. New York: Harcourt Brace & Company.
- Fitriani, S. S. (2015). *Improving reading comprehension of Acehnese EFL students*. Unpublished Doctoral Dissertation. University of New England: Armidale.
- Harrison, C. (2004). *Understanding Reading Development*. London: SAGE Publication
- Healy, C. (2002). Reading: What the Experts say. *Parent Educational Advocacy Training Center*. Retrieved September 29, 2016 from <http://www.peatc.org>
- John, W.B., & James, V.K. (2006). *Research in Education, Tenth Edition*. Chicago: Pearson Education Inc.
- Karbalaei, A. (2010). Iranian EFL and Indian ESL college students' beliefs about reading strategies in L2. *Network and Scientific Journals*, 12(2), 51-68.
- Klinger, J. K., Vaughn, S., Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press.
- Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL

- context. *The Asian EFL Journal*, 12(2), 144-162.
- Mahmud, M. (2014). The EFL students' problems in answering the test of English as a foreign language (TOEFL): A study in Indonesian context. *Theory and Practice in Language Studies*, 4(12), 2581-2587.
- Nezami, S. (2012). A critical study of comprehension strategies and general problems in reading skill faced by Arab EFL learners with special reference to Najran University in Saudi Arabia. *International Journal of Social Sciences and Education*, 2(3), 306-316.
- Philips, D. (2003). *Longman Preparation Course for the TOEFL Test*. London: Longman.
- Samad, I. A. (2016). *Improving Students' Competence in the Thesis Defence Examination in Two Universities in Aceh, Indonesia*. Unpublished Doctoral Dissertation. University of New England: Armidale.
- Samad, I. A, Hizir, Kasim, U., Fitriani, S. S., & Mustafa, F. (2016). *Resep Unggulan Unsyiah Meningkatkan Nilai TOEFL. Proceeding of Seminar Nasional Pengembangan Pendidikan Tinggi, 25 October 2016*. Padang: Andalas University Press.
- Samad, I. A & Fitriani, S. S. (2016). English Proficiency in Facing ASEAN Economic Community: an Opportunity or a Challenge?. *Proceedings of the 6th Annual International Conference Syiah Kuala University (AIC Unsyiah) in conjunction with the 12th International Conference on Mathematics, Statistics and Its Application (ICMSA), October 4-6, Banda Aceh, Indonesia*
- Shang, H. F. (2010). Reading strategy use, selfefficacy and EFL reading comprehension. *The Asian EFL Journal*, 12(2), 18-42.
- Snow, C. (2002). *Reading for Understanding (Towards an R&D Programs in Reading Comprehension)*. Santa Monica: RAND
- Warfield, W., Laribee, R., & Geyer, R. W. (2013). Examining results and establishing benchmark data from the TOEFL ITP test. *American Academic & Scholarly Research Journal*, 5(3), 191-198.

## **TEACHING STUDENTS TO DEVELOP PARAGRAPHS BY POETRY WRITING**

Murni Mahmud

*Faculty of Languages and Literature  
State University of Makassar, Indonesia  
Email: murnimahmud@unm.ac.id*

### **Abstract**

The use of literary work such as poetry, prose, or drama in English language teaching is recognized as powerful media to teach English language skills. This is commonly known as creative writing, which has recently become important subject in English language teaching. This study had examined the use of English poetry writing in English language teaching, particularly in teaching English writing skills. There are two main points of discussion in this paper, namely the analysis of the students' ability to write poetry in English and the effectiveness of that poetry writing in teaching English writing skills. The study was conducted at the third semester students majoring in English Education at the State University of Makassar, Indonesia. To find data about students' ability in poetry writing, a test was given and the results were analyzed descriptively. To find data about the effectiveness of poetry writing in teaching English writing skills, a quasi-experimental design with a t-test was employed. Findings reveal the students' good ability in writing poetry in English. Aspects of poetry such as imagery, rhyme, rhythm, and sound devices can be seen in the poetry written by students. Poetry writing also has an effective function in teaching English, particularly in developing students' writing skills. Poetry made by the students can invite more ideas to write. Students taught to write poetry in English and asked to develop writing based on that written poetry demonstrate better achievement than those who were not taught by poetry writing.

**Keywords:** poetry, poetry writing, creative writing, English language teaching

### **INTRODUCTION**

The importance of English as an international language is admitted worldwide, as a means of science and technology. Along with these interests, teaching English at various levels also are required to further advance in order to meet the needs. English teaching should be supported by the accessibility of adequate learning facilities, and more effective learning outcomes and its efficiency in order to achieve better results in English language teaching. These phenomena are also experienced in Indonesia, where English is taught a second language.

One of the English language skills which needs more concerns is writing. This is because writing is considered as a difficult skill, and therefore, the teaching of writing needs more specific strategies. In writing, for example, Alter and Adkin (2006, p. 337) found that students have inadequate skills in writing. A study by Vasquez in Columbia (2008) proves the so many types of errors made by the students in writing composition. Maros, Hua, and Salehuddin (2007) also proved the difficulty faced by the students in using correct English grammar in their writing. Studies on how to increase students' writing skills had also been conducted. Kim and Yoon (2014), for example, had explored the use of L1 as a

strategy in teaching writing. Kim and Yoon (2014, p. 30) stated that “thinking in the L1 during the process of idea generation will make it easier for students to get closer to translating into the L2”. Yusof (2008) has also conducted a study on the use of e-learning and found that the internet usage is effective in writing. She stated that “the processes involved in the writing of poetry using e-methods have shown that utilizing computer technology and the internet complement, rather than hamper, the creativity of the students” (p. 147). The findings from these studies imply that the teaching of writing needs qualified strategies and need to employ good facilities.

This paper highlights the important use of poetry as one of literary works in English Language Teaching, particularly in teaching writing skills. This is commonly known as creative writing. Dawson (2005) states that creative writing is “a synonym for literature”, and usually used for published works of fiction, poetry and drama. Dawson (2005) furthermore explains that creative writing usually refers to a subject or course of study in which students produce writing which is generally considered ‘creative’; that is, writing in the aforementioned literary genres.

In this paper, I focus my discussion on two main problems. The first one is the capability of the students in poetry writing and the second one is the effectiveness of poetry writing in teaching writing, particularly in developing paragraphs. Therefore, I first focus this paper to explore the capability of the students in writing poetry in English by observing the characteristics of poetry such as themes, sound devices, rhythm, and imagery. Then, I focus to examine the effectiveness of poetry that had been written by the students as a medium in teaching writing skills (developing ideas in paragraphs).

This study has a prominent contribution to English Language Teaching as a whole. Nowadays, it is expected that teachers or

lecturers provide useful and interesting strategies and media in teaching English. Poetry as a form of literary work will become an alternative way for this. Results of this study will be very useful for English language teaching in general and teaching of literature in particular as well as the teaching of writing. This will provide a very useful contribution to the teaching of language and literature, increasing the creativity in teaching English, and also foster students’ creativity through literature studies. In addition, the results prove the significant contribution of creative writing as one subject in teaching language skills.

## **REVIEW OF LITERATURE Creative Writing**

Creative writing is actually a new field in language development. It is relatively new but has been rapidly expanding in the US, the UK, and elsewhere. Nowadays, scholars start to teach creative writing as an academic discipline (Swander, Leahy, & Cantrell, 2007).

The term creative writing should be related to the term creativity. Dawson (2005) designates creativity as “the ability to create; to produce something new and original, to provide innovative changes to anything which is routine or mechanistic”. Therefore, the products of that creativity are “the unique expression of each individual, without any association with the senses and their capacity to fool the mind” (Dawson, 2005). Dawson (2005) further states that in schools creative writing is often described as the free expression of a child’s personality, the verbal enunciation of their individual.

An important idea for this creative writing is the power of imagination. Dawson (2005) states that the mental ability to reproduce images previously apprehended by the senses. It was also the part of the mind capable of producing wild, irrational ideas or images with no corresponding object in reality, and of inducing delusion by tricking the senses. By

having imagination, creativity may be resulted. Chapple (cited in Dawson, 2005) mentioned that 'creative writing' is 'that written expression in which children put down their own ideas, thoughts, feelings and impressions in their own words. Subramanian (2003) stated that "creative writing promotes the learners' sensitivity and interpretative skills through the exploitation of language awareness 'from the inside'"

This can be seen in poetry writing, which allows the creativity through the power of imagination. Allowing people to express their imagination is a power for the creativity. Dawson (2005) states that creative power was the capacity of a poet's imagination to mimic the divine act of creation by producing in fiction characters which did not exist in nature, or events and ideas which had not previously been contemplated. Poetry writing allows students to express themselves in other way that no other genre does. Something really meaningful and powerful can be written in a much shorter space and time than a report, a narrative, or essay may take. Poetry writing also allows students to play with new vocabulary in a way than other genres do not. Poetry writing activities can be immensely satisfying for students precisely because they can express themselves at a much deeper level than in other writing activities (Harmer, 2004, p. 69).

### **Literature in Language Teaching**

As discussed in the previous part, it can be inferred that creative writing is actually an act of writing not for professional or academic purposes, but enjoyment and self expression. For that purpose, creative writing usually employs a form of literature such as prose, poetry, or drama. The focus of creative writing is on producing the work of literature, such as poetry writing, or prose writing and then employed those works to produce other pieces of writing. In that way, creative writing is

considered effective in developing the ideas of the learners which then support the learners' productive skills.

This fact leads to the point that literature is an effective medium in teaching language skills. Literature which is defines as "writings that are valued as works of art especially fiction drama and poetry in contrast with technical books and newspapers, magazines" (Hornby & Crowther, 1995, p. 687), proved to be effective in teaching language skills. In fact, many scholar had proved the significant effect of literature in language teaching (Sivapalan & Subramanian, 2008; Dhillon & Mogan, 2014). Most of these studies found that although literature is considered as a difficult subject, some of the works of literature can be used to enhance students' language skills. Along with these opinions, Turker (1991) also states that using literary texts very helpful for the students to acquire or learn, how language works in real contexts.

Subramaniam (2003) mentions some benefits of studying literature in language studies as the tool in inviting pleasure, fostering good reading habits, developing perception and interpretation skills, offering challenges hence achievements, providing genuine communication of ideas, offering linguistic models meaningfully, developing comprehension and motivation, balancing receptive and productive skills, providing rich and diverse exposure to language, improving concentration, encouraging reflection, allowing contact with native speaker's world, improving vocabulary, syntax and structures, allowing learning from what is not taught, increasing exposure to language in a limited time leading to language acquisition

Turker (1991) states that for many students literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. The

use of literary texts in language teaching can be summarized as follows:

1. Literary texts will help not only to improve reading but listening, speaking and writing skills
2. It is possible to understand and get general information related with experiences and events in real life by using and analysing literary text
3. Literary texts will help to realize the individual and societal developments They make the readers to improve Themselves culturally and educationally in accordance with their emotional features. They also remove mother tongue interference
4. Literary texts make the students acquire analyzing and criticising skills

Dhillon and Mogan (2014) furthermore mention some advantages of using literature in the classroom. According to them, the use of literature is a very rich source of genuine subject matter. Literature can also encourage communication. Often, literary texts are used for critical discussion as they are rich in meaning. In addition, literature expands language awareness. In analyzing literature, students examine sophisticated or nonstandard examples of language will also make them more aware of the rules of language use. Furthermore, literature is appealing to many cultures and it is seen to be highly regarded in many communities. Students may feel proud of their achievements in understanding their readings and applying critical thinking skills. In line with this, Nina and Violeta (2012) put some benefits of using literature in language teaching. Literature is assumed to give pleasure, instill good reading practice, develop awareness and skills to analyze, offer better results in a competitive setting, provide original communication ideas, balance receptive and also productive skills, language exposure, improve the vocabulary, syntax and structure of the English language, and encourage the ability to appreciate values.

One of the literary works that can be used in teaching a language is poetry. the use of poetry as a teaching tool has also been proved by some studies. Nancy, Hadaway, and Young (2001, p. 796) state that, “poetry provides a relaxed and pleasant way to practice oral language skills”. Christenson and Bassano (1995) also argued as follows:

There were important benefits to using poetry in the ESL/EFL classroom, in particular, helping develop a love of words and sounds in language learners, building a positive climate in the classroom, assisting in vocabulary development, addressing different learning styles, and providing opportunities for learners—strategy instruction.

There are many strategies of using poetry in teaching English. One of them is by asking students to write their own poems. Students can be given certain topics to be developed into poems. In this way, students may demonstrate their ability to express their ideas and imagination in the forms of poems. Students, of course, may have to pay attention to the specific characteristics of poems such as the use of theme, sound devices, rhythm, and imagery. By these strategies, students were allowed to express feelings, ideas, or opinions which then helped them to develop more ideas in writing. Students; difficulties in writing may be caused by getting stuck on ideas development. By the use of poetry to explore more ideas and feelings, students may be able to develop more ideas in writing in the forms of paragraphs.

### **Poetry as a Form of Literature**

Poetry is one of the forms of literary work beside prose and drama. Among them, poetry has been recognized as the most imaginative form. The language in poetry will say more about feeling, ideas, or expression. In other

words, poetry is more imaginative rather than informative. Wordsworth defined poetry as “the spontaneous overflow of powerful feelings, recollected in tranquility” (cited in Kennedy & Gioia, 1995). In other words, poetry can be interpreted as the most imaginative form of literature. Poetry uses most imaginative language, full of expression of ideas, feelings, and opinions of the author.

Poetry is the most intensely emotive of literary forms. In a sense, it does all that prose can do, in developing its theme in a carefully ordered sequence of statements (Little, 1970, p. 162). As well, poetry employs the techniques of verse, making sound and formal structure part of its means of expression. It displays almost indefinable quality of emotional and imaginative impact. See the following example:

*Tiger! Tiger! Burning bright  
In the forest of the night, What  
immortal hand or eye Could frame  
thy fearful symmetry?*

*In what distant deeps or skies Burned  
the fire of thine eyes?  
On what wings dare he aspire?  
What the hand dare seize the fire?*

*And what shoulder, and what art Could  
twist the sinews of thy heart? And  
when thy heart began to beat, What  
dread hand? And dread feet?*

*What the hammer? What the chain?  
In what furnace was the brain? What  
the anvil? What dread grasp Dare  
its deadly terrors clasp?*

*When the stars threw down their spears,  
And watered heaven with their tears, Did  
he smile his work to see?  
Did he who made the Lamb make thee?*

*Tiger! Tiger! Burning bright*

*In the forest of the night, What  
immortal hand or eye, Dare  
frame thy fearful symmetry?  
(The Tiger by Blake, cited in Little, 1970)*

Why are these, and lines like them, so remarkable in expression and effects that they are called poetry? The answer is complex, and perhaps cannot be given really satisfactorily. This is because we are dealing with imagination and emotion. But part of the answer is that poetic writing employs with particular intensity and success the methods of emotive writing (Little, 1970, pp. 162-163).

However, in analyzing the poetry, there are some aspects that are very important to understand. They are theme, imagery, sound system, and rhythm. The first aspect is theme, which concerns the use of the main ideas developed through the verse. Theme in poetry or other literary works is the basic subject. In developing the theme, the poet will be set in the “carefully ordered sequence of statements” (Little, 1970, p. 162). It is further stated that the theme relates to “view of every part and aspect of it”. It is about “style and placement of the item descriptions on the first page, the handling of a minor character or episode in the middle, a certain language, meaning and feeling last sentence” (Little, 1970, p. 12)

The second aspect is the use of imagery. As stated by Burns and McNamara (1983, p. 168), imagery is “the images produced in the mind of language”. More specifically, imagery is “the presentation or description of something (idea, object, quality, animal, person, etc) by references to something else with which it becomes associated in the writer’s imagination”. This can be seen in the use of figurative terms that represent ideas, feelings, or opinions of the author. The language style can illustrate the imagery such as stylistic comparisons (simile, metaphor, personification, metonymy, synecdoche, hyperbola, and allusion). These are also commonly known as figures of speech. With

the use of this imagery, the artistic elements of the poem can be more prominent and make it different from other languages. Examples of using imagery from the use of figure of speech can be seen in the following example:

*His berd as any sowe or fox was red*  
(*The Canterbury Tales* by Chaucer, cited in Burns & McNamara, 1983, p. 168)

The poem above written by Chaucer used a figure of speech of *simile*, a comparison using the word like or as. As seen in the above poem, Chaucer mentioned two kinds of animals, *sowe* and *fox* to compare two different types of behaviours. Another example is as follows:

*Good name in man and woman dear my lord,*  
*Is the immediate jewel of their souls; Who steals my purse steals trash; 'tis something, nothing;*  
*But he that filches from me my good name*  
*Robs me of that which not enriches him*  
*And makes me poor indeed*  
(*Othello* by Shakespeare, cited in Burns & McNamara, 1983, p. 169)

The above example is a poem by Shakespeare. The poem used metaphor, one type of figures of speech, which is a comparison omitting the words *like* or *as*, so that one object is likened to another by being said to be that other. In this poem, good name is compared to a jewel. Since a jewel can be stolen, the good name can also be stolen. The words such as *filches* and *robs* were used to describe the comparison.

The third aspect of poetry is the element of sound (sound devices). The important need to be considered in this aspect is the use of the word repetition (repetition), which could make poetry more meaningful. These elements can be seen from the use of rhyme, alliteration, and assonance. Burns and McNamara (1983, p. 173) state that rhyme refers to the identical sound pattern, especially on the last line, for instance word *root* with the word *fruit*. Alliteration, which is an aspect of sound

patterns in poetry, refers to the repetition of sounds in a row, while assonance is identical in sound repetition. Each element can make the sound of poetry to be more artistic, impressive, and expressive.

Another important aspect is known as rhythm. The word rhythm refers to any wavelike recurrence of motion or sound. This rhythm is secured by metre, which is used to describe the arrangement of stressed and unstressed syllables in lines. It corresponds to the beat in music (Burns & McNamara, 1983, p. 175). One of the forms of rhythm is onomatopoeia, which is a correspondence between the sound of a word and the sound or sense denoted by the word—i.e. when the word actually imitates or echoes the sound or sense it stands for. See the following example:

*The ice was here, the ice was there, The ice was all around: It cracked and growled, and roared and howled,*  
*Like noises in a swound!*  
(*The Rime of the Ancient Mariner* by Mark Twain, cited in Burns & McNamara, 1983, p. 178)

The words *cracked*, *growled*, *roared*, and *howled* are onomatopoeic words: they actually suggest the sounds of icebergs colliding and breaking up, and thus help the reader to hear what the sailor heard and to understand their fear (Burns & McNamara, 1983, pp. 175-179).

Based on the above discussion, it can be seen that poetry occurs when the language is more imaginative, more emotionally telling. Therefore, the writer will mostly use two important devices, namely emotionally coloured words bringing strong emotional overtones or associations and sharp, sensuous, concrete language, causing the reader to experience clearly-defined mental pictures or images of what is being described. Such images may arise from plain, clear statement, or the use of the imaginative, figurative language, and can exert an influence upon the



thought and feeling of the sensitive reader (Little, 1970, p. 163).

## METHOD

This study was conducted at English literature program, Faculty of Language and Literature, State University of Makassar in 2016. The study focused on one class of literature class which study a course of poetry and a course of writing. The study was conducted for one semester in which the course of poetry and a course of writing were taught in the class. Two classes were involved consisting of 30 students of each. I then divided them into two groups. One class was taken as a control group taught to write without poetry writing and another class was taken as experimental group taught to write with the poetry writing.

As mentioned above, there are two main focuses in this study, namely the ability of the students to write poetry in English and the effectiveness of that poetry writing in teaching writing skills. To explore the ability of the students in making English poem, a poetry writing test was applied, asking students to write English poetry based on the given topics such as topics on love, friendship, family, and nature. This test was given to one of the classes which became the respondent for experimental group later. Aspects considered in the first part of this test are the theme (theme), sound (sound devices), imagery and rhythm. Students' score resulted from this test were explained descriptively to reveal the students' capabilities in creating their own poetry. The score classification is as follows

Tabel 1. Classification score of students' capabilities in creating their own poetry

Classification	scores
Very good	81-100
Good	61-80
Poor	41-60

Very poor	21-40
-----------	-------

The range of the scores were 81-100 (very good) when all of the four aspects of poems were found in the students' poems. The score of 61-80 (good) was given to the poems which applied the four aspects of poems but still have minor mistakes. The scores of 41-60, categorized as poor were given to students' poems which are still missing one or two of the aspects. The last category of very poor was given to the poems of missing the four aspects.

To examine the effectiveness of the poetry created by the students as a teaching tool, especially in developing students' writing skills, a quasi-experimental design was employed. Two groups, an experimental group and a control group were employed. The first group was one experimental group, employing poetry they had written by themselves to develop their writing skills. In the treatment, the students were asked to write poetry in English. After that, they were asked to develop a paragraph based on the poetry they had created based on the given topics such as love, friendship, family, and nature. The second group was a control group taught to develop their writing skills without using poetry. The students in this group were not asked to write poems like what had been assigned in the experimental group and therefore, they were not asked to develop a paragraph based on a piece of poetry. Rather they were just given a topic and asked to develop their ideas in the form of a paragraph based on those particular topics such as love, family, friendship, and nature. The design for this study can be seen in the following diagram:

EG	01	X	02
CG	01	Y	02

(Gay, Mills, & Airasian, 2006, p. 258)

Where

EG = experimental group

CG = Control Group

01 = pre-test

02 = post-test

X = treatment using poetry writing

Y = treatment without poetry writing

To assess the students' achievement in writing paragraph, the two groups were tested to write a paragraph before and after the treatment (pre-test and post-test). Aspects of paragraph writing assessed in this case are the content (content), organization (organization), lexicon (vocabulary), structure (structure), and punctuation (mechanics). Each aspect accounted for 20 points. Since there are five aspects to be observed, a score of 100 will be given to all of the five achieved aspects. The score range is as follows:

Table 2. Students' achievement in writing paragraph

Classification	Range of Score
Excellent	81-100
Very Good	61-80
Good	41-60
Poor	21-40
Very Poor	0-21

This test serves to compare the students' skills in English writing before and after treatment using poetry writing to develop ideas in paragraphs. The results of the pre-test and post-test of both groups were then compared by looking at the average value and standard deviation. After that, the t-test significance was held by comparing the t-test and the t-value as well as the test of significance. This is to test the hypothesis (H1, in which poetry writing is effective in teaching writing skills and H0, in which poetry writing is not effective in teaching writing). If the t-value < t table, it can be concluded that the H0 was rejected and H1 was accepted. If H0 was rejected and H1 was

accepted, it can be concluded that poetry writing is effective in teaching writing skills.

## RESULTS

This part discusses the two main findings from this study based on the two main problems formulated in this study. The first one is about the students' capability in writing poetry in English and the second one is the effectiveness of poetry writing in teaching writing skills, particularly in developing paragraphs.

### Students' Capability in Writing Poetry

The main focus in this section is to reveal the students' capabilities in writing English poems. Four aspects were observed namely themes, sound devices, rhythm, and imagery. Discussion in this aspect was based on the poetry writing test given to one group of students consisting of 30 students, which later became the experimental group. Students were given a topic and asked to write poems based on the given topics. There were 30 poems resulted from this test.

The first aspect to examine from the 30 poems created by the students is about the theme. Of the 30 poems written by the students, the topic of love and affection became the priorities of respondents. One example is as follows:

*Love is a simple word  
But there are so many definitions about it  
Everyone have their own definition of love  
They said love is a verb  
Love is a care  
Love is love*

*Ah, they make me confused about that Each  
person has a right to give definition of love,  
isn't it?  
I don't care about their definition of love  
For me as I know it  
Love is you*

Another theme is about spirit, the future of life, natural scenery, and human relations. One of the popular topics among the students to write is a topic on friendship. One of the examples is as follows:

*FRIENDSHIP*

*What joy it is  
To have a friend like you  
To giving me happiness the way you do  
To giving me spirit the way you do  
To giving me strength the way you do*

*For entertaining me up  
When I'm feeling sad and down  
You are putting a smile on my face  
everyday*

*Thank you so much for living there  
And keeping me grow  
Our friendship is meant a lot for me  
That I'd like to tell you*

Besides the use of theme, aspect of sound devices was also observed from students' poem. The following example exemplified the poem created by the students which employed good sound devices: *I were there for a long term*

*In a winter I'd never seen you that way,  
even for shadow*

*Just waiting until I tired and got weak*

*I were there for a long term  
In a winter  
I'd been waiting for your smell, even for  
voice  
Still wait until I bored and got sick  
I'm standing here a long time  
Still winter But you'd never been there,  
even for a while  
Then I got died, and saying goodbye!*

Another aspect that was developed well in students' poems was imagery. In the poem entitled HEART below, the students demonstrated the use of imagery:

*Breezy of wind stroke the trees  
Wave's sound deviated the sea  
Heart's soft did not listen*

*Heart's restless wasn't answer*

*Seen the sky full of shine  
Bunch a dream will come true  
The night change the day  
But the moon closed the cloud*

The use of wind, wave, sky, the moon, and the cloud personify the sense of explaining HEART, which act like human beings.

Next is about the use of rhythm. This can be seen in the following poem below:

*I mired and started drowning, in the beauty  
of silence*

*Musing, thinking, recollecting, the  
wondrous time*

The word *mired* and *started* as well as the words *musings*, *thinking*, and *recollecting* show onomatopoeic words showing the correspondence of the sounds of words and sense in the silence.

It can be seen that students employ all of the aspects in poetry in their own poems created by themselves. To reveal the overall capabilities of students in this poetry writing, those poems were scored under the four aspects. The range of the scores were 81-100 (very good) when all of the four aspects of poems were found in the students' poems. The score of 61-80 (good) was given to the poems which applied the four aspects of poems but still have minor mistakes. The scores of 41-60, categorized as poor were given to students' poems which are still missing one or two of the aspects. The last category of very poor was given to the poems of missing the four aspects. The range of the scores can be seen in the following table:

**Table 3. Classification of Students' Capabilities in Poetry Writing**

No	Classification	scores	Frequency (f)	Percentage %
1	Very good	81-100	16	53.33 %
2	Good	61-80	8	26.66 %
3	poor	41-60	6	20 %
4	Very poor	21-40	0	0 %
Total			30	100 %

From the table above, it can be seen that respondents generally had the ability to write poetry in English with good criteria. There were 16 respondents from 30 respondents (53.33 %) who got scores between 81 to 100. These were categorized as very good. Eight respondents were categorized good for their gained score between 61 to 80. Only 6 respondents (20 %) showed low capabilities in writing poems in English. This shows that overall, poems created by students were good category. In addition, the majority of the students (53.33 %) could produce good qualification of poetry seen from the four aspects observed, namely theme, imagery, sound devices, and rhythm.

### **Effectiveness of Students' Poetry Writing in teaching Writing Skills**

This part discusses the second main issue in this research, that is the effectiveness of poetry writing in teaching writing, particularly in developing paragraphs. In order to see the effectiveness of this teaching strategy (using poetry writing to develop paragraphs as a part of writing skills), an experimental design was employed with two groups. As explained previously, the first group was an experimental group, employing poetry they had asked to write by themselves in order to develop their writing skills. In the treatment, the students were asked to write poetry in English. After that, they were asked to develop a paragraph based on the poetry they had created by them. The second group was a control group taught

to develop their writing skills without using poetry. The students in this group were not asked to write poems like what had been assigned in the experimental group and therefore, they were not asked to develop a paragraph based on a piece of poetry. Rather they were just given a topic and asked to develop their ideas in the form of a paragraph based on those particular topics such as love, family, friendship, and nature.

The two samples of paragraph below demonstrate the students' capability in developing paragraph from two groups with different treatment:

*not. I don't know how to express my love.*

Sample 1. A paragraph about *love* from experimental group

<i>Poetry Created</i>	<i>Paragraph Developed</i>
<i>Love is a simple word</i>	<i>In my mind, the word "love" is just a</i>
<i>But there are so many definitions about it</i>	<i>simple word, although I admitted that it</i>
<i>Everyone have their own definition of love</i>	<i>actually has many definitions. I am sure</i>
<i>They said love is a verb</i>	<i>that everyone in the world has different</i>
<i>Love is a care</i>	<i>ways of defining about love. Some</i>
<i>Love is love</i>	<i>people said that it is actually a verb</i>
<i>Ah, they make me confused about that</i>	<i>which may mean to care and of course</i>
<i>Each person has a right to give definition of love,</i>	<i>to love. Because of that, I feel confused.</i>
<i>isn't it?</i>	<i>No matter what people say about love,</i>
<i>I don't care about their definition of love</i>	<i>I won't care. The most important thing</i>
<i>For me as I know it</i>	<i>is that I love you my girl</i>
<i>Love is you</i>	

In the example above (sample 1), the student wrote his poem in English first and then he was asked to develop a paragraph based on that poem. When he was given a task to develop paragraph based on that poem he wrote by himself, he could demonstrate a more precise paragraph. More ideas can be expressed since he had already expressed more ideas and feelings, or perhaps emotions in his poem before. The poem he created first assisted him to develop his ideas in paragraphs. Compare with the following example taken from a group of control group without poetry writing. The student was just given a topic of love and asked to develop a paragraph.

*Hopefully she can understand that I love her*

In the form of paragraph as seen in the above example (sample 2), a student may have restricted ideas to say. With the aspects of poetry to consider, a student may be encouraged to express ideas in the form of repetition such as repeating the word love in the first two lines of the poem, and using metaphor to express about love (*love is a care, love is love, love is you*).

### Pre-test and Post-test

The two groups, experimental and control group, with the different treatments in teaching writing as explained above were given a test of writing before and after the treatment. The test was asking students to write a paragraph based on certain topics. The results of the pre-test of

Sample 2. A paragraph about *love* from control group

*Love is a need for me. I want to love someone but I am not sure she loves me or*

the two groups can be seen in the following table:

Table 4. Frequency and Percentage of Students' Writing in the pre-test of the control group

Classification	Range of Score	Frequency (f)	Percentage (%)
Excellent	81-100	3	10 %
Very Good	61-80	5	16.66 %
Good	41-60	10	33.33 %
Poor	21-40	11	36.66 %
Very Poor	0-21	1	3.33 %
Total		30	100

Table 5 Frequency and Percentage of Students' Writing in the pre-test of the Experimental group

Classification	Range of Score	Frequency (f)	Percentage (%)
Excellent	81-100	3	10 %
Very Good	61-80	7	23.33 %
Good	41-60	10	33.33 %
Poor	21-40	9	30 %
Very Poor	0-21	1	3.33 %
Total		30	100

In the two tables above, we can see the comparison of students' ability to write a paragraph in both groups before the treatment. It appears that the respondents in both groups had average ability in writing. Only 3 respondents from both groups that had excellent classification. Generally there were

10 people from both groups (33.33 % ), which has the ability to write a paragraph with good classification.

After having the treatment, post-test was held in both groups by providing a test to write or develop paragraphs. The result can be seen in the following table:

Table 6. Frequency and Percentage of Students' Writing in the post-test of the Control group

Classification	Range of Score	Frequency (f)	Percentage (%)
Excellent	81-100	4	13.33 %
Very Good	61-80	8	26.66 %
Good	41-60	10	33.33 %
Poor	21-40	8	26.66 %
Very Poor	0-21	0	0 %
Total		30	100

Table 7. Frequency and Percentage of Students' Writing in the post-test of the Experimental group

Classification	Range of Score	Frequency (f)	Percentage (%)
Excellent	81-100	8	26.66 %
Very Good	61-80	10	33.33 %

There were 8 respondents who had poor			
Good	41-60	10	33.33 %
Poor	21-40	2	6.66 %
Very Poor	0-21	0	
Total		30	100

From the two tables above, it can be seen the comparison of the scores gained from posttest on the students' ability to write a paragraph. It appears that the respondents in

classification (not good) in writing. There were more respondents who got excellent classification in the experimental group than in control group.

Table 8. Mean Score and Standard Deviation of the Experimental and Control Group

Respondents	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Mean Score	51.58	60.16	55.97	68.71
Standard Deviation	18.836	17.724	18.904	15.967

both groups have different capabilities in writing after performing treatments. A significant increase can be seen in the experimental group in which only two respondents who were in poor writing category. The others have a good, very good, and excellent classification. In the control group, the increase does not look so much.

Table 8 above shows the difference in the mean scores and standard deviation of both groups. This shows that there is an increased ability to write English using methods of making poetry. The mean scores of the group taught by using methods of making poetry was higher than the mean scores the group taught by conventional methods (not using the method of making poetry).

### Test of Significance

The next step is to do a test of significance by comparing the value of the t-table and t-values which can be seen in the following table:

Table 9. T-test of the pre-test and post-test

### Mean Score and Standard Deviation

The following table shows the mean scores and the standard deviation from the two groups:

t-value	t-table
-1.995	2.000

Based on the analysis above, it was found that the t value was -1.995 while the t table was 2.000. Because the t-value < t table (-1.995 < 2.024), it can be concluded that the H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. This means that there are differences in learning outcomes of the students who are taught by the method of using poems created by themselves to write paragraphs. Students taught to write paragraphs by using poems they had created show a significant improvement.

### DISCUSSION

Findings in this study had shown two important points. The first one is about the

students' capability in poetry writing. From the poetry writing test conducted to the students, it was shown that students had demonstrated good aspect of poetry in their work. As seen above, aspects such as theme, sound devices, rhythm, and imagery can be seen in some of the poems the students had written.

The second important finding from this study is about the effectiveness of poetry writing as a teaching tool in writing skills. After conducting a treatment with a quasiexperimental design, this study found that the use of poetry writing is effective in teaching writing skills, especially in developing paragraphs. Students who were taught to write poems and asked to develop paragraph based on the poems they had written before demonstrated good ability in developing paragraph than those who were taught without poetry writing. In fact, from the poetry they had written before, students were able to acquire more ideas and able to express their opinions in the form of paragraphs.

The findings above are in line with the studies employing literary works as media in language teaching (Turker, 1991; Miccoli, 2003; Subramaniam, 2003; Sivapalan & Subramanan, 2008; Dhillon & Mogan, 2014). Dhillon & Mogan (2014), for example, had mentioned that the use of literature is a very rich source of genuine subject matter. In addition, literature can encourage communication, and of course can be used for critical discussion. Dhillon and Mogan (2014) further asserts that literature teaching can motivate and facilitate students in learning and appreciating literature, although according to them, literature was also viewed as an uninteresting subject due to its structural complexity and unique use of language, which may not attract students in developing their interest towards it. Sivapalan and Subramanan (2008) in their study state that literature as "an

essential and popular component of language courses in the Malaysian English Second Language", although it was found that literature was perceived as "a heavy and difficult subject" (2008, p. 64).

In terms of the use of poetry in language teaching, findings from this study also confirmed that poetry is effective in teaching language skills (Christenson & Bassano, 1995; Ratnawati, 2009). A study by Ratnawati (2009, p. 270), for example, had found that "poetry in English teaching is effective to improve students' interest and to accumulate students' skills".

As a whole, it can be stated that poetry writing as a form of creative writing had a significant role in developing students' writing skills. This result proves the effectiveness of employing literary works as a way to teach students' writing skills, especially creative writing. Nowadays, it is suggested for teachers to employ various strategies in teaching English. Poetry, as one form of literary work proves to give high contribution to the development of English teaching strategies.

## **CONCLUSION**

After doing this research, it can be concluded that the use of poems the students had written themselves is a good strategy to develop the writing skills. Students taught to write or develop paragraphs by using poems they had created by themselves show a significant improvement than those taught without the use of poetry writing. The study found that students with the help of poems they created are able to develop their ideas in writing.

Students also showed good capabilities in creating English poems. Of the 30 poems created by the students, it can be seen that the elements of a good poem were already seen in the poetry created by students. Aspects of poetry such as imagery, rhyme, rhythm, and



sound devices can be seen in the poetry created by the students.

From these results it can be concluded that poetry as a literary form can be used as a teaching tool that can improve the effectiveness and efficiency of the English language teaching, particularly in the writing skills. The use of poems as a tool to develop paragraphs contributed a lot to the ways to enhance the creativity of the students to write.

## REFERENCES

- Alter, C. & Adkins, C. (2006). Assessing student writing proficiency in graduate schools of social work. *Journal of Social Work Education*, 42(2).
- Burns & McNamara. (1983). *Literature: A Close Study*. Australia: MacMillan Company of Australia.
- Christenson, M.A., & Bassano, S. (1995). *Expanding student learning styles through poetry*. In J.M. Reid (Ed.) *Learning styles in the ESL/EFL classroom* (pp. 96-107). Boston: Heinle & Heinle.
- Dawson, P. (2005). *Creative Writing and the New Humanities*. USA: Routledge.
- Dhillon, K.K. & Mogan, S. (2014). Languagebased approaches to understanding literature: A creative activity module. *The English Teacher*, XLIII(2), 63-78.
- Gay, L.R., Mills, G.E., & Airasian, P. (2006). *Educational Research: Competencies for Analysis & Application*. Columbus: Charles E. Merrill Publishing Company.
- Harmer, J. (2004). *How to teach writing*. England: Pearson Education Limited.
- Hornby, A.S. & Crowther, J. (1995). *The Oxford Advanced Learner's dictionary*. UK: Oxford University Press.
- Kim, Y. & Yoon, H. (2014). The Use of L1 as a Writing Strategy in L2 Writing Tasks. *GEMA Online Journal of Language Studies*, 14(3), 33-50.
- Kennedy, X.J & Gioia, D. (1995). *Literature: An Introduction to Fiction, Poetry, and Drama* (6<sup>th</sup>ed). New York: Harper Collins Publishers.
- Little. G. (1970). *Approach to Literature*. Australia: Science Press
- Maros, M. Hua, T.K. & Salehuddin, K. (2007). Interference in learning English: Grammatical Errors in English essay writing among rural Malay secondary school students in Malaysia. *Jurnal eBangi*, 2(2).
- Miccoli, L. (2003). English through drama for oral skill development. *ELT Journal*, 57(2).
- Nancy L., Hadaway, S.M.V., Young, T.A. (2001). Scaffolding Oral Language Development through Poetry for Students Learning English. *The Reading Teacher*, 54(8), 796-806.
- Nina, D. & Violeta, D. (2012). Why should literature be used in the Language Classroom. *Procedia Social and Behavioural Sciences*, 46, 1182-1186.
- Ratnawati (2009). Contributions of Poetry for English Teaching. *Proceeding of the ICOLE (International Conference on Language Education), Teaching And Learning Languages In Contemporary Society* (pp. 262-271), 23-24 November 2009. Makassar: Language Center, State University of Makassar.
- Sivapalan, S. & Subramanian, G. (2008). The Incorporation of Literature in the English Language. *3L Language, Linguistics, and Literature*, 14, 45-73
- Subramaniam, G. (2003). Linguistic pathways to the study of literature in the Malaysian ESL context. *GEMA Online Journal of Language Studies*, 3(1).
- Swander, M., Leahy, A., & Cantrell, M. (2007). Theories of Creativity and Creative Writing Pedagogy. In S. Earnshaw. *The*

*Handbook of Creative Writing* (pp. 11-23).

Edinburgh:

Edinburgh University Press. Turker, F.

(1991). Using “literature” in language teaching.

*Hacettepe Üniversitesi Ealtim Fakültesi Dergisi*, 6, 299-305.

Vasque, D.A.L. (2007). Error Analysis in a written composition. *Profile*, 10, 135-146.

Yusof, N. (2008). E-methods in literary production: Integrating E-learning in creative writing. *3L Language, Linguistics, and Literature*, 14, 127-148.

## **THE IMPLEMENTATION OF POEW IN TEACHING WRITING**

Sianna Sianna

*FKIP, Universitas Muhammadiyah Parepare, Indonesia E-mail:*

*sayasianna@gmail.com*

Syawal Syawal

*FKIP, Universitas Muhammadiyah Parepare, Indonesia*

*E-mail: awal.umpar@gmail.com*

### **Abstract**

This research was aimed to investigate how significant the implementation of POEW model improved the students' writing ability. It was conducted using a quasi-experimental method with two pretest-posttest group design. It was implemented to the third semester students of English department of Universitas Muhammadiyah Parepare in academic year 2016/2017. At first, the researcher implemented POEW model to treat the students in teaching writing. After that, they were tested to find out their ability after being treated through POEW model. Data were analyzed quantitatively using 21.0 version of SPSS program. The result indicated that the students who were treated through POEW model have significant improvement in their writing ability than the students who were not. It is found that the significant value (0.000) was lower than the probability value (0.05). This means that there was a significant difference between the students' writing ability before and after being taught through POEW model where the students' writing ability improved significantly in posttest (after being taught through POEW model). The mean score of posttest of the students in experimental class (72.40) was higher than the students in control class (62.46) which indicated that the students ability in the experimental class was better than the students in control class. The students ability in experimental class was improved from 61.24 to 72.40 while in control class only from 61.36 to 62.46. Besides that, the standar deviation in experimental class (7.832) was also lower than in control class (8.364) which indicated that the students ability in experimental class was slightly similar to control class

**Keywords:** POEW model, students' writing ability, writing.

### **INTRODUCTION**

This research was based on writing problem of the third semester students in English department, Universitas Muhammadiyah Parepare. The students stated that most of them found difficulties in starting to write and in exploring their ideas because of the lack of vocabularies. Therefore, the researcher conducted a study by implementing POEW model in teaching writing. POEW stands for Predict-Observe-Explain-Write. The students' vocabulary can be improved in Predict and Observe stages. During the teaching and learning process, the students should do

prediction before writing. The researcher prepared some vocabularies which could be found in the video and then they would watch them. The activity helped the students predict the video that they would watch.

### **CONCEPT OF WRITING**

Cox in Brindley (2005, p. 151) explains that "written language serves many purposes both for individuals and for society as a whole, and is not limited to the communication of information". He further explains that for the individual author, writing can have cognitive functions in clarifying and supporting thought while at the level of whole society, written

language serves the functions of record keeping and storing both information and literary works.

### **Components of Writing**

Hughes (2008, p. 103) points out that “in analytic scale, it has five components in writing”, namely:

#### *Content*

The content of writing should be clear to the readers, so that the readers can understand the message that is conveyed and gained from the content of the information itself. In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which becomes the characteristics of a good writing.

#### *Organization*

Organization in writing includes coherence, order of important, general to specific or specific to general, chronological order, and spatial pattern.

1. Coherence means all ideas have to be sticking together, in the right order, and clear.
2. Order of importance means arranging and building the ideas to give a strong ending in paragraph.
3. General to specific means arranging the topic sentence to make a general statement followed by a series of supporting sentence with specific, details, examples, and facts. On the other hand, specific to general is the contrary of general to specific.
4. Chronological order means the paragraphs are organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. Not paragraph arranged chronologically tell stories. Some give directions of explanation a process: other summarizes historical events, and still others report on

the steps or action taken by an individual or organization. Nevertheless, they all share an underlying similarity; they present their ideas in the order in which they happened.

5. Spatial order means telling how something looks and is more effective in describing

#### *Vocabulary*

One of requirements of a good writing always depends on the effective use of words. In personal description, word plays a dual role: to communicate and to evoke; and then, to the readers, it is to perceive and to feel. This twofold purpose is evident even it is a practical and common form of writing as in advertisement. Effective use of words also deals with connotative or figurative languages which are forms of writing, but mostly in personal description. In such description, word values in association are more effective than those mainly in communicating information.

#### *Language use*

Language use in writing involves correct usage endpoints of grammar such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verb, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since people have an opportunity to reread and to correct what have been written. Errors in verbal forms, subjectverb agreement, and pronoun antecedent agreement and in case of noun and pronoun should be avoided.

#### *Mechanics*

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important

since it leads readers to understand or recognize immediately what exactly the writer means. The use of favorable mechanics in writing will make the readers easy to understand the conveyed ideas or the messages that is stated in writing.

1. Capitalization. The use of capitalization in writing can clarify the ideas. The sentences are capitalized correctly and they are utilized to avoid ambiguous meaning and misunderstanding. Besides, through correct capitalization of sentences, it also helps the readers to distinguish one sentence to others;
2. Punctuation. It can be used as a unit of meaning and it suggests how the units are related to each other;
3. Spelling. There are three important rules followed in using spelling appropriately, namely: suffixed addition, plural formation, and handling-error within the words.

**Principles/Criteria of Good Writing** There are many criteria of good writing that are presented by linguists. Cox in Brindley (2005, p. 149) says that “the best writing is vigorous, committed, honest and interesting”.

Crimmon (1967) emphasizes that an effective topical paragraph has four requirements, namely (1) unity (2) completeness, (3) order, and (4) coherence (p. 18). Unity discusses at least one topic which has unity of subject matter; completeness must state all that readers need to know about the topic; order means that the information given in a paragraph is arranged systematically and follows some reasonable order that readers can recognize and follow; coherence means that each sentence must be so tied together that readers can read the paragraph as a unit, not as a collection of separate sentences.

## **Types of Writing/Essay**

Before writing, a writer should decide first what types or genre of the text that he or she wants to write. Zainurrahman (2011, p. 36) states that “it is important, considering that writing with concerning about certain types of text or genre oriented writing emphasizes the social aspect of language use”. It means that the writer expects the product of writing can be read by public and can give useful information.

There are seven types of writing classified by Heard and Tucker in Amilah (2013, p. 17) as in the following types:

1. Narrative tells a story and its purpose is to provide information about an event.
2. Descriptive describes the way something looks like.
3. Process explains something such as how to do something, how something is done, or how something works.
4. Compare and contrast point out the similarities and/or differences between two or more things.
5. Cause and effect analyze the causes or factors that brought about an event and examine the result or consequences of that event.
6. Problem analysis and solution identify a problem and offers solutions for that problem.
7. Persuasion attempts to persuade others to particular point of view, or tries to convince others to do something.

## **Process of Writing**

Tompskins & Kenneth (1991) explained that “it is a linear series of neatly packaged categories in exploring the writing process”. In the classroom activities, the stages are merged and cycled. The students personalize the process to meet their needs and vary the process based on the writing assignment. This notion implies that writing is gradual that consists of some stages. Furthermore, they stated that generally there are four stages in the

process of writing such as prewriting, drafting, revising, and editing. In line with it, Graves in Johnson (2008:179) explores the five-step of writing process.

#### Step 1: Prewriting

According to Graves, prewriting is the stage where the writer starts to write by generating ideas. Wyrick (2006:8) argues that some people simply need to start writing to find a focus. Then, Graves in Johnson (2008:179) said that “listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas”. Tompkins & Kenneth (1991) divided the prewriting activities into background activities and informal writing strategies. They elucidate that background activities are the experiences that provide the knowledge students need for writing and take many forms, including drawing, talking, redrafting, and interviews, while informal writing strategies includes many forms namely, brainstorming, clustering, and free writing.

#### Step 2: Drafting

Graves says that drafting is the writer’s first attempt to capture ideas on paper which quantity is valued over quality. He adds that when it is done correctly, the draft is rambling, disconnected accumulation of ideas.

#### Step 3: Revising

Graves explains that revising stage is where the piece is revised and reshaped many times. He argues that the draft stage is like throwing a large blob of clay on the potter’s wheel then shaping the blob, adding parts, taking parts away, and continually molding and changing. Here the writer looks for flow and structure. The writer rereads paragraphs and moves things around.

#### Step 4: Editing

Graves elucidates that editing is the stage where the grammar, spelling, and punctuation errors are corrected. Johnson adds that real writers edit their writing at the end and also rely on editors, spell check, and grammar check. He also says that teaching students to approximate the writing process used by real writers means teach them to become authors and composers of authentic writing. It is to set up peer editing groups and to teach students how to use the grammar and spelling functions on a word processor.

#### Step 5: Publishing and sharing

Graves says that publishing and sharing are the stage where students’ writing is shared with an audience. He adds that writing becomes real and alive at this point. In addition, he says that publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

### **The Concept of POEW Model**

#### *The Nature of POEW model*

Sholihat (2012) states that POEW model is developed by the combination of PredictObserve-Explain (POE) teaching model and Think-Talk-Write (TTW) teaching strategy. Joyce (2006) also explains that POE model was developed by White and Gunstone in 1992 to uncover individual students’ predictions, and their reasons for making these into a specific event. Joyce continued that POE is a strategy often used in science which works best with demonstrations that allow immediate observations and suit Physical and Material World context. He also adds that mathematics, particularly in statistics, is a subject where POE strategy can also work well. It is said that it can be used for finding out students’ initial ideas; providing teachers with information about students’ thinking; generating

discussion; motivating students to want to explore the concept; generating investigation. There are three main steps of POE (Joyce, 2006; Solihat, 2012; Sani & Laurent, 2010; and

Juita, 2013) namely:

1. Prediction, that is making hypothesis of an event.
2. Observation, doing analysis what happen in the event.
3. Explanation, giving explanation related to their hypothesis and what have been happened. Joyce (2006) adds that in this stage, the students discuss their observation result together.

Meanwhile, TTW was developed by Huinker & Laughlin in 1996 (Sholihat, 2012), it is explained that there are also three main stages of TTW, namely:

1. Think. It means thinking about feasible answer or finding out a solution for a problem.
2. Talk. It refers to discussion, construction of some ideas related to the problem. Kuswari (2012) explained that the process of TTW strategy will run well in a heterogenic group which consists of 3-5 students.
3. Write. In this stage, the students are instructed to write their idea as a result of their think and talk or discussion process.
4. In their research, Sani & Laurent (2010) explain that POEW model result has some advantages as follows:
5. Enabling the students to be active in teaching and learning process.
6. Giving them chance to construct their knowledge, communicating their ideas and discussing their result to comprehend the problem well, mastery the concepts, and improve their critical thinking skill.
7. The students' participation in teaching and learning process will improve through POEW model because they are involved

directly in every stage of the teaching and learning process as follows:

- a. Making hypothesis of the problem that can galvanize their critical thinking skill;
- b. Doing experiment to test their prediction. By observing directly, the students are able to differentiate theories and realities;
- c. Explaining through group discussion and writing down the result by using their own words. Oral and written communication is really important because through communication, the ideas can be used in every perspective; and also the students' paradigm will be honed.

Besides all those advantages of POEW model, there are also some disadvantages as in the following lists:

1. Each step—predict, observe, explain, write—needs much time to be done. Therefore, the teacher should estimate the time for each step.
2. For the first time, the teacher probably encounters difficulties because the students are still not accustomed with the process of the POEW model.
3. There will be some students encountering difficulty in predicting process without guidance from the teacher.
4. There will be some students who do not do the observation as good as their friends's because in the explanation step they could not get information which is related to the observation from the other students. In this case, the teacher should walk around to monitor the students' activity and check the students' note in observation process.

Based on description above, the researcher will ask the students to prepare their notes while doing the observation until the end of the writing step.. The researcher assumes that both POE and TTW are kinds of cooperative teaching model. The explain phase in POE and

talk in TTW have the same process in doing the discussion. Discussion is a kind of cooperative activity, either in group or in pairs. Harmer (1998:21) stated that “groupwork is a cooperative activity: five students, perhaps, discussing a topic, doing role-play or solving problem”. He further explains that in group, students tend to participate more equally, and they are also more able to experiment and use the language than they are in a whole-class arrangement. In pairwork, the students start talking about something and only one student talks at a time when the teacher is working with the whole class.

In another part, Harmer informs that the students are given chances for greater independence through both pairwork and groupwork. Because they are working together without the teacher controls in every move, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing. Decisions are cooperatively arrived at and responsibilities are shared.

Fountain in Brindley (2005:50) explains ways to organize small-group work which will encourage pupils to review their current understandings. According to him, three examples of classroom strategies are as follows:

1. Brainstorm, e.g. pairs quickly remember and write down three reasons why people write poetry, then share their ideas with another pair, rework them and appoint one person to feel back to a whole-class scribe
2. Talk patterns can be asked to interview each other to find out what their partner thinks or know about x or y.
3. Talk partners can be given a minute to review what they did at the last session and what they hope to achieve in.

#### *The Process of POEW Model*

The main steps of POEW according to Sholihat (2012) are combining the steps of POE and TTW as in the following description:

1. Predicting. In this step, the students have to think first or predict about a problem as a step to get in to their knowledge which is related to the problem. According to Samosir (2010:12), predict and think stages are identical.
2. Observing. The main goal of this step is to prove the students’ prediction in the first step.
3. Explaining. In this step, the students are doing discussion related to their observation result. By doing discussion, the students’ comprehension can be improved. Samosir (2010:12) says that explain stage is identical to talk stage.
4. Writing. In this step, the students reflect their knowledge and opinion in written form. According to Masingila & Wisnioska (1996:95), writing helps the students to express their knowledge and idea. They explain further that the advantages of students’ writing for the teacher are: (a) direct communication in written form from whole class, (b) information about mistakes, misconception, thinking habit, and the students’ belief, (c) the variance of students’ concept from the same idea, and (d) evident of students’ achievement or performance. In addition, Rivard & Straw (2000:29) state that analytical writing is an important tool for transforming rudimentary ideas into knowledge that is more coherent and structured.

Those steps are implemented by the researcher in conducting this study. They were modified to suit the teaching and learning English writing.

#### **METHOD OF THE RESEARCH**

The method used by the researcher in this study was a quasi-experimental method



which involved two classes with different treatment, namely experimental and control classes. The experimental class received a treatment through POEW model meanwhile the control class was treated through a conventional method. The control class was needed in order to compare whether the treatment of experimental class was more effective than the conventional method or not. The design is presented as follows:

### Research Design

Gay (2006:256) shows the following two pretest-posttest group research design which was used by the researcher.

Table 1. Research design

Class	Pre-Test	Treatment	Post-test
E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Where:

E : Experimental Class

C : Control Class

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

X<sub>1</sub> : The treatment for experimental class

X<sub>2</sub> : The treatment for control class

The data were collected from both pretest and posttest. The procedures of data in this research were:

#### 1. Pre-test

The researcher gave the pre-test before giving treatment to the students both in experimental and control group. Its purpose was to measure and define the students' prior ability in writing. This test used writing test by giving some topics to the students. The students had to explore their ideas in written form or essay without cheating to their neighbor/friends. The processes were:

- The researcher explained the procedure of the test to the students.

- The researcher distributed the test to the students.
- The researcher asked the students to read the instruction carefully before doing the test.
- The researcher let the students to do the test.
- The researcher asked the students to submit their work.

#### 2. Post-test

The post-test was given after the students of experimental and control group administered the treatment. It was given to find out the significant improvement of the students' writing skill after being treated through POEW model. The process was similar to pretest process.

## FINDINGS AND DISCUSSION

In the following description, the researcher presents the writing ability of the students through the data that had been analyzed through SPSS program with version 21.0.

The result of the students' writing ability in pretest was shown in the following table and histogram.

Table 2. Students' writing ability in pretest

Statistics	Experimental Control	
	Experimental	Control
Valid N	25	3
Missing		28
Mean	61.24	61.36
Median	63.00	61.50
Mode	60 <sup>a</sup>	61
Std. Deviation	8.719	7.804
Variance	76.023	60.905
Range	35	32
Minimum	40	43
Maximum	75	75
Sum	1531	1718

a. Multiple modes exist. The smallest value is shown

In the table above, it can be seen that the mean score of experimental group was slightly similar with the control group's but the median in experimental group was higher than in control group's. The mode, standard deviation and variance of control group were lower than the experimental group's. Besides that, the minimum and score of the control group was also higher than experimental group's. The result indicated that the prior ability of the students in control group was categorized fair than the experimental group. The category was based on UMPAR scoring classification.

The following table shows the students' classification in pretest based on UMPAR score classification.

Table 3. Students' score classification in pretest

No	Range Percentage	Classification	Experimental		Control	
			F	(%)	F	(%)
1	85% - 100%	Very Good	0	0%	0	0%
2	70% - 84%	Good	2	8%	3	10.71%
3	55% - 69%	Fair	19	76%	22	78.57%
4	50% - 54%	Poor	1	4%	0	0%
5	0% - 49%	Very Poor	3	12%	3	10.71%
Total			25	100%	28	100%

Based on the data in the table above, it showed that most of students in both experimental and control group were categorized fair. 76% - 85.7% students were in this category. Only few of them (about 8% 10.71%) were categorized good and very poor. No one was categorized very good from both groups. This indicated that most students in pretest were difficult to generate their ideas

in constructing an essay in the form of narrative text, in this case.

The following table shows the students writing score in posttest.

Table 4. Students' writing ability in posttest

	Statistics	
	Experimental	Control
Valid	25	28
N		
Missing	3	0
Mean	72.40	62.46
Median	77.00	63.50
Mode	77	70
Std. Deviation	7.832	8.364
Variance	61.333	69.962
Range	25	33
Minimum	55	42
Maximum	80	75
Sum	1810	1749

The preceding table showed that there was an improvement of mean score, median, mode, minimum and maximum score from both groups in posttest but the experimental group was extremely higher than the control group's. Besides that, standard deviation, variance, and range in experimental group was lower than in control group's. It can be assumed that there was a significant improvement of students's

writing from both groups but the experimental group was more significant than the control group's. The data showed that the mean score of most students in experimental group was categorized good while the students in control group were categorized fair. The students's score classification is shown in the following table:

Table 5. Students' score classification in posttest

No	Range Percentage	Classification	Experimental		Control	
			F	(%)	F	(%)
1	85% - 100%	Very Good	0	0%	0	0%
2	70% - 84%	Good	20	80%	6	21.42%
3	55% - 69%	Fair	5	20%	19	67.85%
4	50% - 54%	Poor	0	0%	0	0%
5	0% - 49%	Very Poor	0	0%	3	10.71%
Total			25	100%	28	100%

The data in the table above presents that none student was categorized very good but the frequency of the students in both groups in this category was improved. The frequency of the students in experimental group was extremely increased from 8% in pretest to 80% in posttest. Whereas in control group, the frequency of students in good category was also increased from 10.71% in pretest to 21.42% in posttest. In the meantime, the frequency of the students in fair category both in experimental and control groups was decreased. In experimental group, only 20% students were categorized fair and none was

categorized poor and very poor. Meanwhile, 67.85% students were categorized fair, none was categorized poor, and 10.71% students were categorized very poor in control group. The data indicated that most of students' writing ability in experimental group was more improved than the students's in control group.

The following table is a result of multiplication of the data through SPSS program. The data in the table shows the answer of the research question about the significant difference resulted from t-test value.

Table 6. T-test: Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest -	-11.160	5.850	1.170	-13.575	-8.745	-9.538	.000
	Posttest							

The result of t-test in the table above shows that the significant value was lower than the probability value (0.05). This means that there was a significant difference between the students' writing ability before and after treated through POEW model. Whereas, the students' writing ability was improved significantly in posttest. This data was supported by the research result found by Sani and Laurent (2012). They conclude that students' learning achievement was better taught through POEW learning model. In addition, Juita (2013) argues that the implementation of POEW model motivated the students to study because the students could observe their prediction directly.

Based on the research findings, the researcher found that teaching writing through POEW model can be used to improve the students' writing ability more significantly than the students who teach in a conventional way. This result was proven by the results of

students' writing test which were conducted in pretest and posttest. The score in pretest showed that the students' mean score in experimental and control classes was almost equivalent (61.24 in experimental and 61.36 in control) which was then categorized as fair based on UMPAR score classification and the standard deviation in experimental was higher (8.719) than in control class (7.804) which indicated that the students' writing ability was quite various in the class. Whereas the score in posttest showed that the mean score of the students' writing ability in experimental class was extremely improved with 72.40 which was then categorized as good. Its standard deviation was also decreased with 7.832. Meanwhile, in control class, the mean score of the students' writing ability was also increased with 62.46 which was lower than the former.

This study supports some related previous researches. Sani & Laurent (2012) conducted their research in physics by using POEW model but they did not use video as in this

research. They used visual aids that were frequently used in physics instructions. In their research, they distinguished their students' ability in experimental and control groups. The results were 74.97 for experimental group and 73.05 for control group. Even though, their research design used only one group pretestposttest in time series design, their result showed the difference between the students' ability which was treated by POEW and which was not. In line with it, Supriyati (2013) who also conducted her research in physics found that there was an improvement of her students' ability who were taught using POEW model and POE model. The students' gained score after treated through POEW model was 0.63. While, the students who were treated through POE model gained 0.50 score. These results supported this study which also found an improvement of the students' writing ability after treated through POEW model.

Moreover, Juita (2013) also found in her research that the students' concept mastery in learning physics was improved after being treated through POEW model. She also found that the students were motivated to study physics because they observed their prediction directly. Likewise, in this study, the students did direct observation by watching the video to prove whether the words that they predicted would be used in the video or not. Therefore, they focused more their attention on watching the video before rewriting the story in the video. Besides in physics, Supriyati (2012) in her research used POEW model in teaching biology. She combined it with SETS approach and PBL model. Her research result also showed her students' improvement after applying POEW model in her class.

In conducting this study, the researcher was confronted with time zone. This study took too much time because of the length of time to use to watch the video. The purpose to watch the video was to clarify the students's

prediction. The researcher also encountered the other problem, that was, time management in the class. Therefore, it was suggested that the time duration of watching the video and the kinds of activities applied in the class should be paid more attention in writing class. Even though the researcher faced those problems, she could finish the study and found that the students's writing was improved significantly after treated through POEW model.

## REFERENCES

- Tompkins, Gail E. & Kenneth Hoskisson. (1991). *Language Arts. Content and Teaching Strategies*. New York: Macmillan Publishing Company.
- Huinker, D. & Laughlin, C. (1996). Talk Your Way into Writing. In P. C. Elliot, and M. J. Kenny (Eds). *Communication in Mathematics*, K-12 and Beyond. USA: NCTM.
- Masingila, J.O & Wisniowska, E.P. (1996). *Developing and Assessing Mathematical Understanding in Calculus thorough Writing*. In P.C Elliot and M.J Kenny (Eds). *Yearbook Communication in Mathematics* K-12 and Beyond. Reston VA: The National Council of Teacher of Mathematics.
- Harmer, Jeremy. (1998). *How to teach English*. England: Longman.
- Rivard L. P. & Straw, S. P. (2000). The effect of talk and writing on learning science: An exploratory study. *Journal of Science Education*, 84(5), 566-593.
- Brindley, Susan. (2005). *Teaching English*. Walton Hall, Milton Keynes: Taylor & Francis e-Library.
- Gay, L. R. (2006). *Educational Research, Competencies for Analysis and Application*. Eight Edition. Columbus, Ohio: Merrill Prentice Hall, Pearson Education Inc.

- Joyce, Chris. (2006). *Predict, Observe, Explain (POE)*. Retrived from arb.nzcer website:  
<http://arb.nzcer.org.nz/strategies/poe.php>,
- Hughes, Arthur. (2008). *Testing for Language Learners*, UK, Cambridge: Cambridge University.
- Johnson, Andrew P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. United States of America: Rowman & Littlefield Publishers, Inc.
- UMPAR. (2008). *Pedoman Akademik Universitas Muhammadiyah Parepare*. Parepare.
- Samosir, Heppy. (2010). *Model Pembelajaran Predict-Observe-Explain-Write (POEW) untuk Meningkatkan Penguasaan Konsep Kalor dan Keterampilan Berpikir Kritis Siswa SMA*. Unpublished Thesis. Bandung: PPS UPI Bandung.
- Zainurrahman. (2011). *Menulis dari Teori Hingga Praktik*. Bandung: CV. Alfabeta.
- Kuswari, Usep. (2012). *Model Pembelajaran Menulis dengan Teknik Think-Talk-Write (TTW)*. Retrived from file.upi website:  
[http://file.upi.edu/direktori/fpbs/jur.\\_pend.\\_bahasa\\_daerah/195901191986011usep\\_kuswari/model\\_pembelajaranmenulis\\_dengan\\_teknikthik.pdf](http://file.upi.edu/direktori/fpbs/jur._pend._bahasa_daerah/195901191986011usep_kuswari/model_pembelajaranmenulis_dengan_teknikthik.pdf)
- Sani, Ridwan Abdullah & Laurent Febrina Anggryani Sinaga. (2012). Improvement of Student Competency in Physics Using Predict-Observe-Explain-Write (POEW) Learning Model at Senior High School. *Jurnal Penelitian Inovasi Pembelajaran Fisika*. ISSN 2085-5281.. Retrived from jurnalagfi website:  
<http://jurnalagfi.org/wpcontent/uploads/2013/03/Artikel-Ridwan-1-7.pdf>.
- Sholihat, Rizky Nur. (2012). *Model Pembelajaran POEW (Predict, Observe, Explain and Write)*. Retrieved from rofayuliaazhar website:  
<http://www.rofayuliaazhar.com/2012/12/model-pembelajaran-poew-predictobserve.html>
- Amilah, (2013). *Enriching English Instructional Material to Improve The Students' Writing Ability Through Mind Mapping SMP Negeri 2 Pinrang*. Unpublished Thesis: Pps UMPAR.
- Heard, James (Ed.). (2013). *Advanced Writing: An Accelerated Method for University Students*.
- Juita, Dewi (Ed.). (2013). *Predict-Observe-Explain-Write Model: Bagaimana Model Pembelajaran Tersebut Meningkatkan Pemahaman Konsep dan Motivasi Siswa Terhadap Materi Fisika? Prosiding Seminar Kontribusi Fisika 2013 (SKF 2013), 2-3 Desember 2013, Bandung, Indonesia*. Retrieved from prosiding:  
<http://prosiding.papsi.org/index.php/SFN/article/view/545/556>